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REPORT

OF THE

PROCEEDINGS OF THE THIRTY-FOURTH
MEETING OF THE CONVENTION

OF

AMERICAN INSTRUCTORS OF THE DEAF



JACKSONVILLE, ILLINOIS

JUNE 19-24, 1949



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ACT OF INCORPORATION

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado; and John R. Dobyns, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors, be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia, by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines, and by that name it may sue, plead, and be impleaded, in any court of law or equity, and may use and have a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or bylaws and shall have the power to amend the same at pleasure: *Provided*. That such constitution and regulations or bylaws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporations shall determine and shall report to Congress, through the President of the Columbia Institution for the Deaf and Dumb at Washington, D. C., such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.

26746

MEETINGS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

First—New York, N. Y., August 28-30, 1850.
Second—Hartford, Conn., August 27-29, 1851.
Third—Columbus, Ohio, August 10-12, 1853.
Fourth—Staunton, Va., August 13-15, 1856.
Fifth—Jacksonville, Ill., August 10-12, 1858.
Sixth—Washington, D. C., May 12-16, 1868. (Also called the "First Conference of Superintendents and Principals of American Schools for the Deaf.")
Seventh—Indianapolis, Ind., August 24-26, 1870.
Eighth—Belleville, Ontario, July 15-20, 1874.
Ninth—Columbus, Ohio, August 17-22, 1878.
Tenth—Jacksonville, Ill., August 26-30, 1882.
Eleventh—Berkeley, Calif., July 15-23, 1886.
Twelfth—New York, N. Y., August 23-27, 1890.
Thirteenth—Chicago, Ill., July 17, 19, 21, 24, 1893.
Fourteenth—Flint, Mich., July 2-8, 1895.
Fifteenth—Columbus, Ohio, July 28-August 2, 1898.
Sixteenth—Buffalo, N. Y., July 2-8, 1901.
Seventeenth—Morganton, N. C., July 8-13, 1905.
Eighteenth—Ogden, Utah, July 4-10, 1908.
Nineteenth—Delavan, Wis., July 6-13, 1911.
Twentieth—Staunton, Va., June 25-July 3, 1914.
Twenty-first—Hartford, Conn., June 29-July 3, 1917.
Twenty-second—Mount Airy, Pa., June 28-July 3, 1920.
Twenty-third—Belleville, Ontario, June 25-30, 1923.
Twenty-fourth—Council Bluffs, Iowa, June 29-July 4, 1925.
Twenty-fifth—Columbus, Ohio, June 27-July 1, 1927.
Twenty-sixth—Faribault, Minn., June 17-21, 1929.
Twenty-seventh—Winnipeg, Manitoba, June 22-26, 1931.
Twenty-eighth—West Trenton, N. J., June 18-23, 1933.
Twenty-ninth—Jacksonville, Ill., June 17-21, 1935.
Thirtieth—New York, N. Y., June 20-25, 1937.
Thirty-first—Berkeley, Calif., June 18-23, 1939.
Thirty-second—Fulton, Mo., June 23-27, 1941.
Thirty-third—St. Augustine, Fla., June 16-20, 1947.
Thirty-fourth—Jacksonville, Ill., June 19-24, 1949.

LIST OF PRESIDENTS

1. Christopher Morgan
2. Thomas Day, Connecticut
3. John W. Andrews, Ohio
4. James H. Skinner, Virginia
5. Rev. J. M. Sturtevant
6. Harvey P. Peet, New York
7. Rev. Collins Stone, Connecticut
8. W. W. Turner, Connecticut
9. Rev. Dr. A. L. Chapin
10. Edward Miner Gallaudet, District of Columbia
11. Philip G. Gillett, Illinois
12. Warring Wilkinson, California
13. Philip G. Gillett, Illinois
14. Wesley O. Connor, Georgia
- 15-20. Edward Miner Gallaudet, District of Columbia
- 21-23. Percival Hall, District of Columbia
24. Newton F. Walker, South Carolina
25. John W. Jones, Ohio
26. Frank M. Driggs, Utah
27. Elbert A. Gruver, Pennsylvania
28. Thomas S. McAloney, Colorado
29. Alvin E. Pope, New Jersey
30. Harris Taylor, New York
31. Ignatius BJORLEE, Maryland
32. Elwood A. Stevenson, California
33. Leonard M. Elstad, District of Columbia

CONSTITUTION OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

ARTICLE I. NAME

This association shall be called the Convention of American Instructors of the Deaf.

ARTICLE II. OBJECTS

The objects of this association shall be:

First. To secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America.

Second. To provide for general and local meetings of such persons from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third. To promote by the publication of reports, essays, and other writings, the education of the deaf on the broadest, most advanced, and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions unanimously adopted by the convention in 1886 at a meeting held in Berkeley, California:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals; It is therefore

Resolved, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action and work at the same time, harmoniously aiming at the attainment of an object common to all.

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor: *Provided*, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure: *And provided*, That a general test be made and that those who are found to have a sufficient hearing to distinguish sound shall be instructed orally."

Fourth. As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto: "Any method for good results: all methods, and wedded to none."

ARTICLE III. MEMBERS

SECTION 1. All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees and agreeing to this constitution.

SEC. 2. Eligibility of applicants is to be determined by the standing executive committee and reported to the convention.

SEC. 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership, except those of voting and holding office, on being elected by vote of the association.

SEC. 4. Each person joining the association shall pay an initiation fee of \$2 and annual dues of \$1, but the payment of the initiation fee may be waived by the executive committee.

SEC. 5. There shall be in addition a registration fee of \$1 for each person registered at each regular meeting.

SEC. 6. Any member of the association desiring to commute the annual

dues into single payment for life shall be constituted a life member on the payment of \$20.

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the nonpayment of dues.

ARTICLE IV. OFFICERS

SEC. 1. At each general meeting of the association there shall be elected by ballot a president, first vice president, second vice president, secretary, treasurer, and three directors, the eight persons forming the standing executive committee of the convention. They shall continue in office until their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

SEC. 2. There shall be elected by ballot at each general meeting of the association nine leaders of committees, as follows: One for a section on supervision, one for a section on preschool and kindergarten, one for speech development, one for auricular training and rhythm, one for curriculum content, one for vocational training and art, one for health and physical education, one for social and character training, and one for a section on publication. Before the adjournment of each general meeting, or immediately thereafter, the leader of each section shall report to the executive committee for confirmation nominations of a chairman and additional members, not to exceed four, to serve on such committee.

SEC. 3. The general management of the affairs of the association shall be in the hands of the standing executive committee, subject to the provisions of such bylaws as the association shall see fit to adopt.

SEC. 4. All officers and members of committees must be active members of the association in regular standing.

SEC. 5. The standing executive committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

ARTICLE V. MEETINGS

SEC. 1. General meetings of the association shall be held biennially, but the standing executive committee may call other general meetings at their discretion.

SEC. 2. Local meetings may be convened as the standing executive committee and the committees on local meetings shall determine.

SEC. 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

SEC. 4. Notice of general meetings shall be given at least 4 months in advance and notice of local meetings at least 2 months in advance.

SEC. 5. The business of the association shall be transacted only at general meetings, and at such meetings 100 voting members of the association must be present to constitute a quorum.

ARTICLE VI

In the first election of officers held under the provisions of this constitution, said election occurring immediately after its adoption, all duly accredited active members of the Fourteenth Meeting of the Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the treasurer at the earliest practicable opportunity after he shall have been elected.

ARTICLE VII. AMENDMENTS

This constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of the association: Provided, That at such meeting at least 150 voting members of the association shall be present.

ARTICLE VIII

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf, in such manner as the standing executive committee thereof may direct," etc.; and if there be any conditions, and "subject to the following conditions, to wit:."

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CONVENTION THEME
"A Century of Service to the Deaf Child"
1850-1949
June 19-24, 1949

HIGH LIGHTS OF ONE HUNDRED YEARS
OF THE CONVENTION

Elizabeth Peet
Professor, Gallaudet College, Washington, D. C.

President Elstad, Superintendent Cloud, members of the 34th meeting of the Convention of American Instructors of the Deaf, and friends:

This paper is not intended to be a history of our organization; it aims merely to touch upon some of the high lights of the meetings during the last one hundred years.

I have recently celebrated my 75th birthday—indeed I am still celebrating it. I suppose I am the oldest person here in point of age. So perhaps that is the reason why Mrs. Poore chose me to talk on this subject. But can a person of even my advanced years be expected to go back a whole century? I have had, therefore, to do a tremendous amount of reading—33 volumes of the Proceedings of the Convention, and in fine print, too! If you think that is just plain fun, try it yourself, and I wish you joy!

To go back to the beginning—the very start of the Convention was a high light. The first meeting was called by my grandfather, Harvey Prindle Peet, President of the New York Institution for the Instruction of the Deaf and Dumb, and two members of the staff, David E. Bartlett and J. Addison Cary. Such a gathering had never been heard of. It was to meet in that old New York School in 1849, just 100 years ago, but owing to an epidemic, the meeting had to be postponed one year. An epidemic! Another high light, for high lights can cast shadows as well as reflect the sun. Those early teachers of the deaf might well have been discouraged, but nothing daunted, they went ahead with their plans and as events proved, they made history. The first meeting of the Convention was held on August 28, 1850. Hon. Christopher Morgan, Secretary of State of New York, was chosen as the presiding officer. At this meeting 6 Institutions were represented: the American Asylum, the Pennsylvania, Indiana, Illinois, North Carolina, and New York Institutions, besides many individuals including

Mr. H. Hirzel, Principal of the Asylum for the Blind at Lausanne, Switzerland.

On motion of Dr. Peet it was resolved "that the chairman be requested to call upon one of the clergymen present to open the deliberations of this convention with prayer to Almighty God for His blessing," and accordingly Rev. G. T. Bedell, Rector of the Church of the Ascension, New York, offered the opening prayer. That auspicious beginning has been continued to the present day.

Another custom that had its origin at this first meeting of the Convention was the appointment of an "interpreter for the benefit of the deaf and dumb gentlemen present." Evidently it was no place for the ladies! Prof. Thomas Gallaudet, oldest son of Thomas Hopkins Gallaudet and at that time a teacher in the New York School, later to become founder and rector of St. Ann's Church of Deaf Mutes, was appointed interpreter.

A letter from Thomas Hopkins Gallaudet was read, regretting that the state of his health prevented his attendance and asking for the blessing of God on the deliberations. It is good to know that the "Patron Saint," if we may call him so, of the American Education of the Deaf was present in spirit, if not in body, at that first meeting of the Convention, and has been with us ever since.

Several other similar letters were read, among them one from N. P. Walker, Esq. of South Carolina, the great-grandfather of two of our active members of today. These gentlemen as Superintendent and Principal, respectively, are still at the head of that South Carolina Institution which their "honored forebear" founded. That fact is surely a high light. I will ask Mr. W. Laurens Walker and Mr. N. F. Walker to rise.

A resolution of that Convention asked the Secretary of the Interior to have a census of deaf-mutes made, the exact number of deaf and dumb to be ascertained. It was stated that in the next 50 years there would probably be 50,000 deaf mutes in this country, 10,000 of whom would be of school age, requiring 500 teachers. I can not say if present numbers agree with that prophecy.

Another resolution provided that the Convention take over the publication of the "American Annals of the Deaf and Dumb" continuing the name, size, price, etc., of the one recently published at Hartford, the editor of this publication to be appointed by the Convention. Mr. Luzerne Rae was appointed Editor.

It is not the province of this paper to examine all the addresses on the program, but there were papers and discussions on the perennial subjects of language teaching and signs.

One amusing incident that cropped up was that an anonymous paper on Deaf Mute instruction was permitted to be read, but was not allowed to be published.

The Second Convention was held at the American Asylum in Hartford on August 27, 28, 29, 1851. It was called to order by Dr. H. P. Peet, and Judge William W. Campbell was appointed chairman, pro-

tem. The Hon. Thomas Day, Vice President of the American Asylum, was elected President. Among the Vice Presidents elected was Prof. F. A. P. Barnard of the University of Alabama, formerly a teacher at the New York Institution, and later to become a distinguished president of Columbia University in New York. A letter of regret from T. Gallaudet was read saying that poor health would prevent him from attending the Convention. A notation at the foot read as follows: "The above communication was written at the dictation of my father, by myself, Thomas Gallaudet." (Dr. Gallaudet died just two weeks later.) Gen. P. M. Wetmore, 1st Vice President of the New York Institution, seconded the resolution that the proceedings of the Convention be open to the public, and that the usual facilities be furnished to the reporters for the public press. In a letter from J. S. Brown, regretting that the Indiana Institution can not be represented at the coming convention, he speaks of the *American Mute Asylum*. We have come a long way since then! Mr. W. W. Turner of Connecticut read an interesting paper on "High School for the Deaf and Dumb," which was discussed by the audience, and was followed by a resolution that new schools for the deaf should be established in every state where needed. It was also resolved that Mr. Luzerne Rae be reappointed Editor of the *American Annals* by acclamation.

The Third Convention, originally proposed for the 4th Wednesday of August, 1852, at Columbus, Ohio, was postponed until the next year, 1853. At this meeting there were 8 schools for the deaf represented. An interesting paper was delivered by Jacob Van Nostrand on *The Cultivation of the Sign Language as a Means of Mental Improvement to the deaf and dumb*. This followed a paper by John R. Keep on the *Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb*. The debate that followed was hot and varied! Prof. Thomas Gallaudet presented a paper on *Articulation and Reading on the Lips*, perhaps the earliest paper on this subject before an American audience. It was very sane, and coming from a Gallaudet might be classed as a high light! A pleasant interlude in the midst of business was the presentation of a silver pitcher and two goblets by the deaf and dumb of Ohio, to Mr. H. N. Hubbell, former Superintendent of the Ohio School. The report on the subject of a High School for the Deaf and Dumb, suggested at the last meeting of the Convention, disclosed the fact that as *High Classes* had been established in both the Hartford and the New York Schools, it was not considered necessary to found a High *School* at this time. A Primary Department was advocated. An Association of Teachers of Deaf Mutes and others interested in the education of the Deaf and Dumb was broached. Could this have been the first seed of our Convention of today? In discussing the lack of application to study, on the part of the public, it was said that Mr. Turner, of Hartford, not infrequently had "resource to the rod," whereupon Mr. Rae begged that "the flogging question" might not be introduced into the Convention. A telegram addressed to the President of the Convention contained the welcome

news that "delegates to the Convention who paid full fare over the Columbus and Cleveland Road, on their way to Columbus, will be passed free on their return, on producing a certificate of these facts from the Secretary of the Convention." Signed by H. B. Payne, President of the Cleveland, Columbus and Cincinnati Railroad. Why do we no longer rate that courtesy from the railroads? The Executive Committee having charge of the *Annals*, reported that an edition of 750 copies had been issued, and moved that publication of the *Annals* be continued until the next Convention. It was voted that the next Convention, which would be the Fourth, be held in Staunton, Virginia, the last Wednesday in July, 1855.

However, it was not until August 13, 14, 15, 1856 that it did meet. This was due to an epidemic in Staunton. Since then we have had no further trouble with epidemics interfering with our meetings, thus proving that the Medical Profession has kept up with the progress of the education of the deaf. Mr. James H. Skinner of Staunton, President of the Board of Visitors of the Virginia School, was elected President of this Fourth Convention, at which 9 schools were represented. At this time young Edward M. Gallaudet, youngest son of Thomas Hopkins Gallaudet, made his first appearance at any Convention and was promptly nominated as an interpreter but begged to be excused. Rev. John R. Keep presented a paper on a "Mode of Learning the Sign Language," as he thought it desirable for all teachers of the deaf to know signs. Dr. H. P. Peet delivered a very long but learned discourse on the "Legal Rights and Responsibilities of the Deaf and Dumb," and he also read a paper on "Statistics of the Deaf and Dumb and the State Census of New York for 1855." There was a long discussion upon how to carry on the work of the *Annals*, since the death of the Editor, Mr. Rae, and resolutions and rules governing its conduct were drawn up. Notice was received that the Orange and Alexandria Railroad and the Virginia Railroad would pass delegates to the Convention free. One of the longest discussions concerned the organization of Institutions for the Deaf and Dumb, until it was finally suggested that this really was not the business of the Convention!

The Fifth Convention met at Jacksonville, Illinois, in August, 1858, with Dr. J. M. Sturtevant, formerly a member of the Board of Trustees of this school, as President. A large part of the program was devoted to papers on the beauty and power and universality of the sign language. The well-known deaf artist and writer, John Carlin, presented a paper on the "Compensation of Deaf Mute Teachers," a topic that is discussed to the present day. The suggestion was made, and I quote it verbatim, that there be "a more general employment of refined and intelligent ladies in the department of instruction. There was no reason why the softening and elevating power of well directed female influence should not produce as beneficial results in Institutions for the Deaf and Dumb, as it confessedly does elsewhere." You have only to look around this room to see how well that early suggestion has been carried out.

Owing to the War Between the States and the Reconstruction Period, no further gathering of teachers of the deaf was held until May, 1868, when the first Conference of Principals and Superintendents was called at Washington, D. C. This was originally intended to be just for the heads of schools, but so many institutions were represented and so much business was transacted that it was later considered to be the *Sixth Convention*. One of the greatest high lights in the whole 100 years of Convention history was a paper on the "American System of Deaf and Dumb Instruction" by Edward M. Gallaudet, President of the young National Deaf Mute College. Mr. Gallaudet had recently returned from a long stay in Europe where he had the opportunity of visiting many schools for the deaf, and he was so much impressed by their work in articulation that he offered the following resolution, that: "All American Institutions for the Deaf and Dumb should offer adequate instruction in articulation (or speech, as we would call it today) and that an added force of instructors be provided." This resolution was adopted, and as I see it, the oralists can't claim that they *started* anything in this country! One of the final papers at this meeting was on "Ladies as Teachers," by Miss Cornelia Trask of the Illinois Institution, which I commend to you as enlightening and entertaining reading. It may be found in the Sixth Volume of the Proceedings of the Convention, pages 128-136 inclusive. After citing some of the arguments against female teachers, such as lack of permanency on account of marriage, etc. Miss Trask rather plaintively remarks that "A deaf and dumb institution to a lady teacher is an effectual insurance company against matrimony."

The accounts of the Seventh Convention held at Indianapolis from August 24-26, 1870, show that 24 Institutions were represented. But we were still narrow-minded, for there was much discussion on appointing deaf-mutes and ladies on various committees. The "Articulationists," so called by Dr. Gallaudet, were beginning to be heard. A veteran laborer in this cause summed up his doctrine as follows: (I quote) "Well, we believe in articulation, pretty much considerable, not a great deal" But the great question of this Convention was—Why do not the deaf and dumb master the English language? Is it because of inordinate use of signs, or too much explanation, or this or that kind of text book? Two day schools for the deaf and dumb had been opened recently, one at Pittsburgh and the other at Boston, and a third was proposed for Cincinnati, so Dr. E. A. Fay, always alert for new ideas, read a paper on "Day Schools for the Deaf." It was the first time this topic had been presented. The discussion that followed favored boarding schools as a rule, but admitted that day schools might be necessary in large cities. In the discussion on the Committee to control the *Annals* the argument was strongly in favor of its being composed of teachers, members of the *Convention*, not merely members of the Conference. Compulsory education was also a topic of discussion.

At the Eighth Convention at Belleville, Ontario, from July 15-20, 1874, 27 schools were represented. They were still cussing and dis-

cussing methods of teaching with or without signs. Two papers caused much comment: "A Method of Teaching Articulation and Lip-Reading" by Dr. Greenberger of New York, and "Visible Speech" by Dr. Graham Bell of Boston. This is the first time that we hear of these two gentlemen as attending any of our Conventions. Dr. E. A. Fay was now Editor of the *Annals*, and he gave his meticulous report. The question of religious exercises at the various Institutions was discussed. A committee consisting of Warring Wilkinson, Thomas Gallaudet and Henry Winter Syle presented memorial sketches of Dr. H. P. Peet, Rev. Collins Stone, John R. Burnet, and Charles Baker, all of whom had passed away since the last meeting.

At the Ninth Convention at Columbus, Ohio, in August, 1878, there were 35 Institutions and one Church Mission represented. It was directed that the lady members should show their vote by uplifted hand. The question of religious instruction at the various schools, begun at the last meeting, was continued, and there was an example of the service as held in the New York School. In a most interesting paper on the principles and methods of Pestalozzi, who lived in Switzerland from 1746 to 1827, Mr. G. W. Jenkins of Arkansas emphasized the idea that we give too much assistance to our pupils, and added "Let us endeavor to leave them their individuality." Miss Laura Sheridan of Indiana also read an interesting paper on "Some Embarrassments of Our Work and Possible Remedies" in which she remarked, "It is said that in the early days of deaf-mute instruction only the best minds and the broadest and deepest culture were brought to the work and that this accounts for the greater success then attained. We do not doubt it. There can not be too much brain put into the work of teaching the deaf. . . After we have done the very best for them that we can, they must still lead shadowed lives."

I wish we had time to quote from more of these splendid papers, but we must hurry on to the Tenth Convention, which met here in Jacksonville, in August, 1882, with representatives from 33 schools and one Church Mission. The new college for the deaf which had taken the place of the proposed High School was recognized by the election of its President, E. M. Gallaudet, as President of this session of the Convention. There was a resolution in commendation of the work the college was doing, and another one in favor of establishing a Normal School at the next Convention.

Of all Conventions in the eighteen-hundreds, the outstanding one was the Eleventh, held at Berkeley, California, when all but three schools were represented with about 225 delegates. This was a notable meeting, but it began informally with a large number of the delegates gathering here in the Illinois School as the guests of Superintendent P. G. Gillett, and starting on their trek westward under his personal guidance. At Kansas City they were met by a special train of pullman cars and from then on it was a wonderful personally conducted tour. The program at Berkeley was one of the best. For the first time, a Section met. This was the Normal Section and was devoted to the

teaching of Language, Arithmetic, Natural History, Geography and Kindergarten. It was voted to drop the words, *and dumb* from the name of the *Annals* and also from that of the Convention—a brilliant high light, first proposed by a woman, Miss Rogers. There was a first discussion of aural work, later called acoustic, to distinguish it from *oral* work.

The High Light that we see now is the First International Convention in America held in conjunction with the Twelfth Meeting of the Convention of American Instructors of the Deaf. This took place in August, 1890, in the New York Institution, where the first Convention had been held 40 years before. Dr. Isaac Lewis Peet, Principal of the School, in his address of welcome described the ideal teacher of the deaf. I quote: "With a patience, gentleness and solicitude that never falters he must train and carry and even wait, as well as lead, and he must exercise a singleness of purpose, a skill in meeting unforeseen difficulties and the true philosophy that underlies all real progress." To my mind that describes Dr. Peet himself, my father of blessed memory. Dr. Wilkinson in his opening address as President said, "We are losing that bitterness which at one time was considerable. We are coming more and more to appreciate each other's motives and spirit and agreeing to disagree where we must, and yet are agreeing more and more every year. I think in this profession, perhaps more than in any other, there is a greater disposition and willingness to sink individuality and personality and merge into united effort than in almost any work I know of."

In spite of what Dr. Wilkinson said, there was "A hot time in the old town" at that Convention and the next. The supporters of the two systems, "The Combined Method" and the "Oral Method," almost came to blows and though they did not actually have to be separated on the floor, there was much cheering and applauding when the two leaders agreed to shake hands. It was resolved to form an Oral Section as an integral part of the general association with David Greenberger as chairman. Since then other sections have been added until we now have 12. It was reported that a society to be called "The Association to Promote the Teaching of Speech to the Deaf" had been organized, with a Board of Trustees consisting of Dr. Bell, Miss Yale, Miss Barton, Mr. Greenberger, Miss True and Mr. Westervelt, and that Dr. Bell had promised the sum of \$25,000 when the legal articles of incorporation had been filed.

The Thirteenth Convention was held in Chicago, in July, 1893, in conjunction with the World's Congress of Instructors of the Deaf. Owing to the large numbers of papers presented, there was no time for free and open discussion, but in these papers new ideas were presented in connection with deafness and retarded hearing, and the possibility of improving the latter. The subject of industrial training was brought forward. Two addresses were of interest: "The Education of the Deaf in Italy," by G. Ferreri of Siena, Italy, and "The Education of the Deaf in Norway" by Hedwig Rosing of that Country. One proposal was introduced, to be acted on at the meeting: that the

Convention and the Association amalgamate under the name of the American Association of Instructors of the Deaf. Dr. Bell reported progress in the building of the Volta Bureau, to which his father had given \$15,000 and it was voted by the Convention to deposit the census returns concerning the deaf, in that Bureau. Olof Hanson presented a motion to ask Webster, Worcester, Century Dictionary and other works of reference to omit or correct the term "Asylum" as applied to schools for the deaf. It was so voted. It was at this meeting that Helen Keller made one of her first appearances in public.

In July, 1895, the Fourteenth Convention was held in Flint, Michigan, when 56 schools for the deaf were represented. The Executive Committee recommended that the control of the *Annals* be restored to the Conference of Principals, and it also reported a draft of a constitution for proposed reorganization of the Convention. At Chicago the Executive Committee had been instructed to make an overture looking to the union of the Convention with the Association, but the Association declined it. This whole period is more of than usual importance and interest. Going back to the Convention at Berkeley in 1886, we find that the high light at that meeting was the so-called "Platform of Principles" which included all known methods of teaching the deaf, and in which it was stated that earnest and persistent endeavors should be made to teach every pupil to speak and read the lips, and the Convention authorized the organization of an Oral Section. In spite of this, in 1890 an Association was formed outside of the Convention, and great bitterness was involved. The Normal Training Department of the College, which was established that same year, met with great opposition from the Association, but results have proved its value. Industrial training is coming to the fore. Many and varied are the academic discussions thereon. One of the high lights of this meeting was the election of Dr. E. M. Gallaudet as the next President. He had served one term, several years before, but beginning with the 15th Convention he served for six consecutive terms. No other President has served more than three terms.

Now, at last, comes a great high light—the incorporation of the Convention under a special act of Congress. The Fifteenth meeting in Columbus, Ohio, in July, 1898, was the first which was conducted as a complete legal organization. A resolution was passed that all schools for the deaf and the blind be classified as educational and not charitable institutions. The students of Gallaudet College petitioned the Convention to consider making December tenth (the birthday of Thomas Hopkins Gallaudet) a holiday in all schools for the deaf.

The Sixteenth Convention held in connection with the Exposition in Buffalo in 1901 was the largest ever held—as there were 373 persons in attendance. It was unique in that the Host (or perhaps I should say Hostess) School was the Le Couteulx St. Mary's Institution for the Deaf. The gentle Catholic Sisters of St. Joseph were most thoughtful and hospitable. It was announced that guests who stayed in the house would be expected to pay one dollar a night and that each meal would

be twenty-five cents. No bills would be rendered, but all members of the Convention would be expected to keep their own accounts and see that the proper payment was made.

It was suggested that the Convention take as its theme "Tradition and Progress," and that idea was carried out in many of the papers. The meetings were recessed for one and one-half days in order that the members might visit the Exposition. It was moved and carried that a contribution of \$100 be made to a fund for the erection of a suitable monument to the memory of Moritz Hill of Weisenfels, Germany, an eminent teacher of the deaf, the centennial of whose birth will be reached soon.

Our next high light was the printing of the new constitution of the Convention announced at the Seventeenth meeting at Morganton, N. C., in July, 1905.

At the Eighteenth meeting, held at Ogden, Utah, the women were in the large majority. Dr. Percival Hall gave an enlightening paper on the Normal Department of Gallaudet, but in most of the other papers they were still threshing out the old question of thirty years before, as to the abolition of signs in the classroom, although it was admitted that they were a necessity in religious services, lectures, and dramatic entertainments.

A high light at this time was the awarding by the St. Louis Exposition of the grand prize to the Convention for its model school for the deaf and its various exhibits. It is impossible to go into further references to the numerous papers and discussions of all the different sections, so from this point on only important resolutions will be mentioned. The first of these was a protest to the Civil Service Commission, against discrimination against the deaf, in refusing to permit them to take Civil Service examination.

At the Nineteenth Meeting of the Convention, held at the Wisconsin School for the Deaf, in July, 1911, we were saddened by the absence of our host and hostess, Supt. and Mrs. E. W. Walker, due to the illness of both, but arrangements had been so efficiently planned that there was no hitch to the program. The Vice President of the Convention, our old friend Dr. Dobyns, read their address of welcome. We seem to have adopted a change in nomenclature and instead of our old word "Discussion," or "Panel Discussion," we find the word "Conference." Is it any better? The Business Section voted \$200 a year toward the support of the *Annals*.

Dr. Gallaudet's speeches were always notable, and his President's address at the Twentieth Convention at Staunton, Va., in July, 1914, was especially interesting as he spoke of his memories of the Convention at Staunton 58 years before. A new feature of the program was "Director's Day," with a Question Box sent in by directors from schools all over the country. To show how much interest this aroused, all five members of the Board of Trustees of the Missouri School were present. A motion was made by Dr. E. A. Fay that the words "dumb" and "mute" should be deleted from titles of schools—un-

animously carried.

The Twenty-first Convention was held at Hartford, Conn., in 1917, and was largely to commemorate the centennial of the founding of the first permanent school for the deaf in America. Dr. E. M. Gallaudet was still our President but was too ill to attend, so his address was read by Prof. Percival Hall, the Vice President. In his response Dr. N. F. Walker, of South Carolina, stated that there had been three periods in the education of the deaf, when there had been Asylums, Institutions, and Schools. In the Normal Section conducted by Miss Sarah Harvey Porter of the Kendall School, Washington, D. C., her personal friend the great Dr. John Dewey, of the department of Philosophy, Columbia University, gave an inspiring address on the Training of Teachers. Later in the day Miss Porter herself told of one of her former normal students, John K. Cloud, older brother of our host Supt. Dan Cloud, who very quietly offered himself to the American Ambulance Corps in France weeks before the United States entered the War. A single appeal in a single small paper circulating among the deaf asked the deaf of the United States to provide \$800 to buy an ambulance for use in France. The sum was far over-subscribed and John Cloud was elected to drive that ambulance in the First World War. What patriotism on the part of the deaf and the young son of deaf parents! After hearing Miss Porter's address, it was moved and carried that "this Convention send a message of affection and good wishes to John Cloud, 'Somewhere in France.' " A high light indeed! It may be of interest to you to know that John Cloud has never lost his interest in the deaf and is now a member of the Board of Directors of the New York School for the Deaf.

At the business session of the meeting the request was made to raise the per capita subscriptions of the Institutions to the *Annals* from twenty cents to twenty-five cents, also to release the Convention from its arrears of \$500 to the *Annals*.

Two notable addresses were made at the Celebration of the 100th anniversary of the founding of the American School for the Deaf, one by Dr. Henry A. Perkins, President of the Board of Directors, and the other by Dr. J. W. Jones, Supt. of the Ohio School who took as his topic "One Hundred Years of History in the Education of the Deaf in America and its Present Status."

Dr. Gallaudet was critically ill during this meeting, but was able to see a few friends each day at his home in Hartford where he had gone to live after his retirement from Gallaudet College. He died in September, 1917. Dr. Percival Hall, who succeeded him as President of the College, was elected President of the Convention.

The Twenty-Second Meeting of the Convention was held at Mt. Airy, Philadelphia, on June 28, 1920, and was the first joint meeting of the Convention of American Instructors of the Deaf, the Association to Promote the Teaching of Speech to the Deaf and the Society of Progressive Oral Advocates, being the 22nd meeting of the Convention, the 10th meeting of the Association and the 3rd meeting of the Society.

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It was also the 100th anniversary of the founding of the Pennsylvania School for the Deaf. Right there we have so many high lights that it is not possible to mention them all. The papers and discussions were numerous and excellent, as were the addresses of the many distinguished speakers. A few excerpts have stayed with me such as: "It is better to travel hopefully than to arrive" quoted from Robert Louis Stevenson by Hon. A. G. Cattell of Philadelphia; or this one by Rev. James A. Montgomery of the University of Pennsylvania, "The conceit of our modern strenuousness and efficiency blinds us to the merits of the past," or this from Miss Annie E. Jameson, "A teacher affects eternity, he can never tell where his influence stops." The many resolutions of thanks included a eulogy of Supt. Crouter by Dr. J. W. Jones.

The Twenty-Third Convention at Belleville, Ontario, Canada, was highlighted by an address on "Education" by Sir Robert Falconer, President of Toronto University and one on the "Prevention of Deafness (illustrated by lantern slides) by the famous otologist, Dr. James Kerr Love of Scotland. Dr. Love placed a ban on cousin marriages, both for the deaf and the hearing; on marriages between people born deaf; between deaf-born and hearing members of deaf families and between hearing members of deaf fraternities. He also thought acquired deafness was diminishing.

It was moved by the Executive Committee that the President appoint a committee of five to consider and report on the recommendation of the Conference that the Convention of American Instructors of the Deaf and the Society of Progressive Oral Advocates be amalgamated into one body. In the election of officers Dr. N. H. Walker of South Carolina was appointed President of the Convention.

My friends, I am reminded of a remark of President Elstad last winter. I had been invited to give an address at the Central New York School for the Deaf, and I asked Dr. Elstad: "What shall I talk about?" Quick as a flash he replied: "About twenty minutes!" I realize I have gone far beyond twenty minutes in this paper, so I am not going to do more than mention the various Conventions from this point on. They were:

The Twenty-Fourth at Council Bluffs, Iowa, in 1925;
The Twenty-Fifth at Columbus, Ohio, in 1927;
The Twenty-Sixth at Faribault, Minnesota, in 1929;
The Twenty-Seventh at Winnipeg, Manitoba, Canada, in 1931;
The Twenty-Eighth at Trenton, New Jersey, in 1933;
The Twenty-Ninth here at Jacksonville, in 1935;
The Thirtieth at Teachers College, Columbia University, in 1937;
The Thirty-First at Berkeley, California, in 1939;
The Thirty-Second at Fulton, Missouri, in 1941;
And (after a period of six years due to World War II)
The Thirty-Third at St. Augustine, Florida, in 1947.

We have reviewed together this evening the high lights not of 100 years of the Convention as we were expecting to do but only of 70—

from 1850 through 1920. The last thirty years have been very full ones—with changing conditions, not only in our own country but also throughout the world, resulting from two great wars, it was to be expected that our profession of teaching the deaf must go through many changes too. We are in the very midst of great progress. After all, high lights require a certain perspective, and I would like to move that the "High Lights of the Last Thirty Years" be left in the hands of some member of the Convention more capable than I. May I make another suggestion? I would like my successor in this work to be, like myself, a mere woman!

ADDRESS OF THE PRESIDENT CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Leonard M. Elstad
President, Gallaudet College, Washington, D. C.

Mr. Cloud, distinguished guests, members of the Convention, and friends:

When we last met it was as guests of that genial host, Dr. Clarence Settles, in St. Augustine, Florida. We absorbed that wonderful sunshine on the outside, imbibed vitamin C in the shape of oranges on the inside, refreshed our bodies in the Atlantic Ocean, dined at Daytona Beach, restored our youth at the historic Fountain of Youth, brushed up on Early American History in that grand old city, and incidentally learned a few pertinent facts about the education of the deaf child. We liked it. In fact, we liked it so well that we jumped at the suggestion of Superintendent Burton Driggs of Idaho that we continue our playing two years hence in Sun Valley.

We did not get to Idaho because the consensus was that the Convention should meet in a more central location. We did and still do appreciate Mr. Driggs' impassioned plea that we come to Sun Valley. It sounded great at the time and still does. Perhaps it can some day be arranged.

Well, here we are in Jacksonville, Illinois, this is the fourth time that this Convention has been held here. That is a record. We are glad to be in Jacksonville. We appreciate Mr. Cloud's invitation. It is no small responsibility to accommodate such a large group. It is asking for work and more work from an already heavily-worked school staff. Mr. Cloud, we are happy to be here. We appreciate your invitation. We are looking forward to a most worthwhile experience.

Dr. Ethel A. Poore, First Vice President, and Mr. Daniel Cloud, Convention Chairman, have arranged a challenging program. It is organized on big convention lines. We have something fine in store for us.

What should an opening address by the president of your organization cover? What I have prepared is not an account of the accomplishments of our organization. We are an organization primarily designed to prepare programs at regular intervals for the benefit of its members. It would seem that an organization of this nature should do

more than its name suggests. Would a change of name accomplish this purpose? It hardly seems so. There is a greater change needed, and that shall be the purpose of this presentation.

We are about one hundred years of age. We are so close to it that we may well be credited with that age. Our topic is "A Century of Progress for the Deaf Child." Many advances have been made during this Century. For this progress we rejoice. Dr. Peet has covered the years for us very well, indeed. It would be well for all of us to read this history again and again because it is most illuminating to note how well our early educators charted the course. They "started from scratch." And we still have not scratched the surface of future progress. There are still frontiers to be explored in the education of the deaf. Are we organized for action? Or, are we over-organized for inaction? When we note how generously we are organized, we might state it thus: "We are encouraging organized confusion." All counted, we are a small group in the educational field. We should be working shoulder to shoulder as an ever-marching army. Instead we are breaking up into ever-increasing specialized groups, each with its special interest. What is this deaf child we are trained to teach? Is he a production line machine so complicated that we must specialize in order to know about one part of him only? Or, is he a human being, like any other child? Like the teachers of hearing children, can't we organize ourselves into a strong unit so that we can consider the whole child? This plea is for one organization to be known by a name such as The United Instructors of the Deaf of America, or some similar name. The name is incidental. The unity is essential.

By uniting all existing organizations we make available to all teachers the best that all are doing. The National Forum on Deafness and Speech Pathology is a continuation of The Progressive Oral Advocates. It stems from Central Institute, an internationally known institution doing marvelous work in St. Louis, Missouri. Why not make this fountainhead of research the common interest of all teachers of the deaf by merging its sponsored organization with that of the others? Where multiple choice is possible, there will be multiple choice. Where one choice only is possible, there will be one choice. We will be together.

The Volta Speech Association for the Deaf is the new name for the American Association for the Promotion of the Teaching of Speech to the Deaf. That is a definite improvement. It is an organization dedicated to better speech and more speech. But, isn't that the actual aim of all today? We expect all teachers to be speech teachers today. Why do we infer that this is not true by having organizations especially dedicated to this one factor in the deaf child's education? Yes, even the deaf teacher can be a most potent force in the fight for better speech. Most of the teachers can speak. If they will be encouraged to speak, their speaking will be, in itself, most encouraging to those children who are in the process of learning. You have all seen this happen. By merging this association with the others we do much to encourage better speech. Why hide our separate lights under our very own bushels.

Let's all get together under the same bushel. We may like it.

The National Council of Day School Teachers is a worthy organization, but are these teachers so different that they cannot be happy in such a united organization? These teachers instruct deaf children and hard of hearing children as do the others. The techniques are the same. It might be an excellent idea for day school teachers and residential school teachers to exchange positions occasionally so that a complete understanding of these two kinds of schools could be effected. This is not impossible. We exchange students with other nations. Why? For better understanding of internationally related problems. Do we need understanding less than they in our mutual problems?

How about our own Convention of American Instructors of the Deaf? We may be the largest organization, but that does not mean that we are the best. We can most certainly profit through such a union. We need the surge of new life that such a transfusion would bring about in the life stream of the education of the deaf child. At times it appears that each separate group is actually afraid that a United Instructors of the Deaf would destroy the dominating idea in each organization. No idea is good if it is not strong enough to stand the test of other ideas in the same organization. We should be looking forward to the day when we can meet as one organization, when the oral, the aural, the combined, the manual and the day school will be just what they are—natural divisions to be respected and properly evaluated in the light of past and future experiences. No one group by itself can rise up and say, "Behold, this we have done. What more is there to be done?"

Recently it was my pleasure to hear the Danish Ambassador, Henrik DeKauffman, speak on his impressions of the United Nations. I was impressed with his statement that too often the emphasis is on **Nations** instead of **United**, and that therein lie the difficulties facing this great modern hope for peace and global prosperity.

We, in the education of the deaf today, face a problem as big to us as the above problem is to the world. We hear it said: "In union there is Strength;" "United we stand—Divided we fall," etc. Why do we make no effort to unite? We do change the names of the organizations we have so that they will better to describe the activities of each special organization, but wouldn't it be better to consider one all-inclusive organization of all teachers of the deaf? This organization could then have its various sections for specialized fields. Is this so revolutionary?

What are we actually organized for? Isn't it for the best interests of deaf children? It must be. Our every effort should be to make each deaf child ready for life. Life extends beyond the school yard gate. Life indicates living. Living involves contacts with others. For the deaf child it means living and working with hearing persons as well as with the deaf. There are 148,000,000 persons living in the United States today. It has been roughly estimated that there are 100,000 deaf persons in the nation. This includes deaf children, but does not include the hard

of hearing. It can very well be that the largest handicap the deaf person has to face is living with these very 148,000,000 hearing persons who know nothing, or very little, about the deaf at the child level or at the adult level. Facing this fact, isn't it wisdom for those of us who are in the best position to encourage organizations in behalf of the deaf to present a United States instead of confusing the public by our schisms and isms? The least we can do is to get together as teachers and use our united efforts in this most important selling job we have ever faced. The odds are great against us: 148,000,000 to 100,000. That is almost 1500 to 1. Why make it worse by having four organizations on the selling end, each with different sales manuals and consequent sales techniques? The customer is confused, and the hearing public is in a sense the customer who is to buy what we turn out as citizens. It might be said that one organization constitutes a monopoly. That may be true in business, but this proposition goes deeper than business. These are human souls we are dealing with. We are actually trafficking in human souls, and that is beyond the realm of sound reasoning and God-like behavior.

In my contacts with hearing groups, and they have been many, I am continually astounded at their reactions to the deaf as fellow citizens. A little knowledge is a dangerous thing, and it is nowhere better illustrated than in the attitude most hearing persons have concerning the deaf. Let us present our deaf young people to the hearing world as they are and as we hope them to be. This can be done by a United Instructors of the Deaf of America better than by the Convention of American Instructors of the Deaf, the National Forum on Deafness and Speech Pathology, the Volta Speech Association for the Deaf or the National Council of Day School Teachers.

If we are concerned by the lack of knowledge evidenced by the hearing public, we should be more concerned by the shocking lack of correct information possessed by the educators themselves and by the medical profession. How much more impressive it would be to them to get their information from one effectual source than from four. How often do requests for information about the education of the deaf child go to the state departments of education? Do these departments know what our schools are doing? If they do not, it is our responsibility. We must be forever promoting because numerically we are outnumbered in the large educational picture. Isn't it natural that those who ask for information question the opinions of those who cannot agree amongst themselves? Each organization we have has its share of prominent educators. Each of these has a following. All have influence. We are fighting a battle for a deaf child. Our army of instructors has too many generals, too many officers, too many programs. We must unite for action. The beneficiary, the deaf child, is too often forgotten. Let the deaf child get the break the needs by united action on our part in his behalf.

An illustration of the lack of knowledge because of lack of good public relations is Gallaudet College. It is the only college for the deaf in

the nation. Each year a large number of deaf students graduate from high schools for the hearing in the nation, yet most of these students have never heard of Gallaudet College. We got some very interesting letters from those who have heard of it by chance. They are interested. Why do many students not know about the college? They have not been told. Why have they not been told? One reason is that teachers themselves do not know the story of Gallaudet College. Other teachers know but do not feel they should urge attendance here because of reasons they think are pertinent. They do not know that we have today more than thirty applications from deaf graduates of high schools for the hearing. We have not pushed this public relations activity because we have difficulty accepting those who apply now. Our expansion program will enable us to accept all who can and should go to college. Our point is that heads of all schools should see to it that their teachers know about all the facilities available to deaf students, including Gallaudet College. It is interesting to note that these high school graduates who get their early training in schools for the deaf work into our program very easily. Our simultaneous method of classroom communication procedure increases lip reading facility if anything. Students have stated so. And we do have a full-time speech expert on our staff. The full story is always the desirable story.

I wonder what Dr. Bell and Dr. Gallaudet would say about this today. They were friendly enemies half a century ago, and they attended conventions together. Would they be proud of our advances to date? That is open to question. What have we done with what they gave us? We have, if anything, dissipated our strength by a division of forces. Must we absolutely agree on all questions connected with the education of the deaf before we can have *One World* in the education of the deaf? Not by any means. When we cease to differ on aims and purposes, it will indicate that we are dead as educators and that the children are the losers. Ideas still pay off, and we can better stimulate new ideas by meeting together so that these ideas can be exchanged. Toss a new idea into a strong organization and you immediately get vigorous reactions. Toss the same idea into a small, selected group and you get a few nods of approval and usually no action.

As teachers we should be concerned about our products, our graduates, those we send out into the world year after year. Are we? How many teachers here attend alumni meetings of deaf students? Do they have meetings, by the way? Teachers should want to see how the world is treating those they have trained. How many carry on correspondence with these same students? It is most important to keep the common touch.

How many instructors know what the deaf are doing in their organizations? Here is one place we would like to ask for a show of hands. How many subscribe to *The Silent Worker*? Do you all know what it is? If not, why not? If you teach children you must be interested in them; and if you are interested in them, you must be interested in what they do when they leave your classrooms. The deaf are pub-

lishing *The Silent Worker* as their own project. We should all read it and learn. We will get renewed inspiration to do better work with the deaf child.

Do we all know about the National Association of the Deaf? This organization of the deaf will hold its convention in Cleveland this summer starting July 3rd. It will be large and impressive. Do we know about the National Fraternal Society of the Deaf and what its program is? We should. We hope to learn more about these organizations during the Wednesday program.

Let us take pride in what we have done and reveal that feeling of pride in our attitude toward the adult deaf. They were children once, too. They can be a constant inspiration. We should be continually placing ourselves in their positions. It is a most sobering experience. It is recommended to all of us when we feel that we know all the answers. We never will, but we can get nearer the ultimate solution if we "Unite for Action."

If a United Instructors of the Deaf of America were established, all teachers listed in the *American Annals of the Deaf* could be included with a possible membership of close to 3,000. If dues were \$6.00 we could have a budget of \$18,000 per year. This would be sufficient to support an office with a paid secretary who could carry out the wishes of the organization under the direction of the elected officers. These annual dues could include subscription fees for the *American Annals of the Deaf*, the *Volta Review*, and similar printed material of interest to teachers.

What kind of program could such an office promote? There are several. One that is greatly needed now is a well-planned series of refresher seminars at strategic points throughout the nation. Outstanding experts in the education of the deaf could be engaged to conduct these seminars. A Friday and Saturday course in the fall or spring could very well be arranged at places where teachers from within a radius of 200 miles could attend at small expense. These refresher meetings would enable the many to get what the few in the larger centers now get. Lectures and demonstrations on language, speech, pre-school, etc., could be arranged to great advantage. These meetings would take planning. A central office could contact possible personnel to put on the seminars and arrange for schedules so that conflicts would not occur.

There are other opportunities for service that could be arranged by such a central office. We have had wonderful teachers in the profession who have recently retired. Their abilities are often available. It is often possible to get these persons to give short courses to teaching staffs during the year. The following names come to mind: Miss Joiner, Miss Teegarden, and Miss Quinn. There are surely others. They have done this type of work during the past year. It has been of great help. There are undoubtedly teachers in service who could be spared for short periods so that other teaching staffs might benefit. A rotation system could be worked out. It all takes organization and promotion. The schools that would gain the benefits would be prepared to pay for

this excellent service. Such a spirit of cooperation in the profession will tend to increase good will and react favorably for the welfare of the deaf child. Isn't this just what we all want?

A central office for this organization could very well be a teacher supply information center. Teachers are interested in changing location at times. Superintendents would welcome information as to the availability of teachers, and teachers would like to have a source of information as to vacancies in the various schools. Standards could also be a most helpful consideration by such a group.

Such a center could very well disseminate literature on summer courses available in the various fields of interest open to teachers of the deaf.

Often state educational conventions are held in large centers in each state. Arrangements could be made so that the section of special education could be invited to the residential school for a full day's program. This could be arranged in place of the banquet, and the four to five dollars saved could be applied to the bus fare to the institution. I think most residential schools would be glad to put on the dinner for such a group. The following year the day school teachers could put on the program in some large day school. These get-togethers would be most educational for day school teachers and for residential school teachers alike. The central office could establish procedures for such interchanges.

Today we have the various universities showing increased interest in the deaf child. This interest is excellent if they see the full problem of the deaf child as contrasted to the hard of hearing child. At their conventions those who are especially interested in deaf children should get into the residential schools and the day schools. Definite arrangements should be made for such procedures during large Speech Conventions. The central office could help with such plans.

Public Relations today is big business. The education of the deaf is big business. The education of the deaf needs Public Relations at its best. It is time we had a central office under one live instructors' organization.

Marvelous accomplishments are being produced in research. These should be known to the profession. A central office could feed this news to present publications and even send out leaflets to the membership from time to time so that we would always be abreast of current progress.

Adverse publicity is often carried in the press. Individuals write to the publishers, but this type of criticism lacks the strength of a communication from a nationally strong instructors' agency. This central office could be alerted to all such press releases that failed to tell the true story. Instructors could be encouraged to send all such distorted stories to the central office for reply.

Such a united organization would stand much higher in the estimation of existing organizations of hearing teachers. Most teachers of the deaf do belong to their state Educational Associations. All should. Membership in our one strong organization would then give the in-

structor membership in two strong organizations.

The Conference of Executives of American Schools for the Deaf has been purposely omitted. It is not an instructors' organization and has no place in such a proposed union of forces. However, administrators should be greatly interested in such a new organization. A paid secretary should be chosen from a list of instructors and not from the administrators. Administrators might be on the Board, and a reasonable number perhaps should be, but such an organization would be much more of an instructors' organization than anything we have at present.

How can we put into effort such a United Instructors of the Deaf? Each of the present organizations has its officers. These officers are empowered to act between conferences. Why not call a meeting of the presidents of the four organizations, the National Forum on Deafness and Speech Pathology, the Volta Speech Association of the Deaf, the National Council of Day School Teachers and the Convention of American Instructors of the Deaf, at some central point just to sit down around a table and discuss union of forces? There would be no pledges made at such a meeting. It would be an opportunity for the exchange of ideas on this most important question. A report would be made to the whole board of each organization, and a further report made to each organization at its next meeting. Why not an all-inclusive Congress of all instructors of the deaf within another year or two? We would be thrilled to be together. There is strength in numbers.

I hope you will consider these thoughts that have been presented. It is possible that we can take the initial step in this direction. If you are so minded, I hope you will act at an appropriate time during the week.

I am pleased with our program for this convention. It is inclusive. It has quantity. It has quality. It is your program.

Thank you again, Mr. Cloud, for what you have done so far, and we thank you in advance for what we are about to receive.

RE-EVALUATING THE VOCATIONAL PROGRAMS OF SCHOOLS FOR THE DEAF

Arthur G. Norris

Applied Physics Laboratory, The Johns Hopkins University
Silver Spring, Maryland

Mr. Chairman:

I deem it an honor to be asked to speak to you today on the subject of "Re-evaluating the Vocational Programs of Schools for the Deaf." It is indeed a pleasure to have this opportunity to renew acquaintances and to talk with you about the vocational training of the deaf as it appears to me now. My last active participation in the work, as some of you know, was nearly seven years ago at the Missouri School.

It is an added honor to be permitted to participate in the exceptional program which has been planned for the week. I think there is more real meat in this one than ever before and much less of "how

we do it in Podunk." I know from experience how much hard work went into arranging the program.

Someone introduced me last night as one who was playing around with vocational ideas at a time when the word **vocational** was mentioned only out of everyone's earshot, and then not too loudly. I have been pondering that remark—I guess it means that I was one of those who felt that vocational training had something to offer the deaf child beyond current programs. Most of our departures from a time-honored rut occur when someone puts a rock in the rut or scares the horse thus making our buggy take off in a new direction. This is always good even though we may eventually return to the rut, tired but wiser. I am glad to have had a part in tossing a few such rocks.

You must not consider what I say here today to be in the nature of a reflection upon people or upon earnest effort. If I do seem to cast any aspersions, then think of them as reflections upon a system (the rut I mentioned) which permits of these things. But then, people, their attitudes, and activities serve to develop systems—after a period of time, that is.

Vocational training has come a long way—you heard Miss Peet tell of its beginnings last night. Vocational education now operates on a high plane, a respected part of our "service to the deaf child." To keep it on this plane and eventually to improve its position we must occasionally take stock, or reorient ourselves in terms of present needs re-evaluating our efforts.

Some months ago the subject of re-evaluation seemed attractive; it still does, but so does a buzz-saw. Lots of singers can be lost this way! It is indeed a most difficult topic. I feel much like the Boy Scout, who, during a high wind, was trying to peg down the four corners of his tent but had only one or two stakes. One gets an idea pretty firmly established, but suddenly finds it necessary to pull up the peg which holds it down in order to take care of another corner of the tent which is flapping wildly and dangerously in the wind.

Re-evaluation implies a new assessment of worth. To do this in full honestly would mean taking many months of full-time study and survey, which I could not do. So, with your permission, I would like to present my ideas in such a way that you will be encouraged to make your own re-evaluations. In other words, I wish to place my emphasis more upon guiding your thinking on the subject, and less upon my judgment of the worth of our vocational programs. After all there will doubtless be many reasons for dismissal of what I say as prejudiced opinion, but one seldom feels that his own conclusions are biased.

Values are entirely relative; things like quality workmanship, scarcity, and sometimes how much money one has in his pocket enter the picture. So, when one sets out to re-evaluate anything, the terms of such appraisal must be made clear or our tent will be blown away before we can even get one corner made fast.

First, we must limit our field; the tent must be our size before we

start or the cause is hopeless from the outset. Therefore we must limit our discussion in its application principally to the state-supported schools, and to the industries with which we have had contact before and since our separation from teaching the deaf. Of course, those industries with which we have made contact for the purposes of this paper are included.

Next, we must decide which of the aspects of our subject we are to discuss. There are many choices to be made—none of them is the choice of a dilemma wherein either alternative is embarrassing. On the contrary, the choice is a completely rational one and any choice we make reveals sufficient basis for the limited evaluation we are able to make in the time at our disposal. For example, we could choose to discuss:

- (a) physical equipment
- (b) courses of study
- (c) teachers and teacher-training
- (d) the end product—the graduate or
- (e) basic vocational philosophy.

We could evaluate our program in terms of all of these points but obviously such an undertaking is outside the scope of our talk today.

Of the first of these evaluation points I could tell you that with few exceptions, vocational equipment used in schools for the deaf is woefully inadequate and antiquated. This is not entirely true, of course, if we do not consider our vocational instruction to be on a par with trades school teaching. This is another matter I shall mention again. Of the second I could tell you that there is scarcely a school for the deaf in this country which follows a coherent vocational course of study leading to placement of a graduate in industry without further training. But then unless our instruction is truly vocational in character, this does not make too much difference. The business of placement in industry is a will-o-the-wisp about which we shall say more later. Of the third item I could say that there are not ten per cent of you who have been trained primarily as vocational teachers. Most of you are skilled craftsmen who come by your vocational teaching honestly and are doubtless succeeding in the work else you would not be here. But for the moment consider yourself to be the superintendent of a school for the deaf. Where would you turn for another vocational teacher if you had a place to fill? We train teachers for the so-called academic divisions of our schools in a number of places, but where do we train vocational teachers? The subject has received much consideration in the literature and at the conventions, but so far as I know, nothing has been done. Lacking a supply of trained teachers, does not worth go up or down? There are many problems to be encountered in this connection; but I feel that they are not insurmountable.

I could go on at length, but already I am afraid you are saying to yourselves that the statements I have just made are nothing but unfounded generalizations. This, I will deny, but I will not just

now undertake to defend those statements—but understand, they can be defended.

But what of the fourth item in my evaluation list—"the end-product—the graduate?" Here, I think, is one of our principal rallying points. If we can just peg this corner of our tent down firmly perhaps we can find some rocks for the other corners. If our graduates, or non-graduates for that matter can find good positions and keep them, we are doing pretty well whether or not we measure up fully in other respects. After all, our principal objective is to make self-supporting, respected citizens of those we teach.

Before our graduate can find and keep a job he must sell himself to his employer on the basis that he is a superior employee with respect to training and ability to work. I have asked three personnel men, connected with large Maryland industries, this question, "If two applicants, equal in all respects except that one could not hear, presented themselves for employment, which would you select?" The answers were unanimous, "The hearing person. There would be no communication difficulties." It is pointless to make rebuttal here. It is sufficient to point out, even though my data are inconclusive, that here is an attitude—much too prevalent—which should influence our vocational thinking more than it does. By this I mean, the steps we take to resolve the problem should have high priority in our vocational programs.

There are four steps we can take in this direction: (a) we can actively undertake to convince prospective employers that the communications difficulty is not as great as he thinks, and that small initial inconvenience will pay big dividends in the form of a stable, capable worker of high productive ability. I realize that there are agencies already in the field, which are already doing a rather good job in this respect, but which do not have the close personal interest we have in our graduates. I have the feeling that the transition from a "person" to a "case" is far too rapid. We should project our efforts beyond the campus. But then, Mr. Schowe and Mr. Williams will doubtless point this up more effectively later in the week's program.

(b) The second thing we can do to offset the difficulty encountered by deaf persons in competition with hearing persons is to make it an unequal competition. We can train our students to the point that they are in general much more skillful and capable than their competitors, hence, their services will be in greater demand. But here we run into a whole nest of trouble, and not the least of these is the growing tendency of industry to want to train their own workers. In this connection Dr. Langmuir of General Electric sums up industry's attitude when he says, "In industry we cannot teach the fundamentals of English, mathematics, physics, etc., but we can train a worker in an operation." Here we must decide, are we training for industry specifically, industry generally or for private enterprise on the part of the graduate? All of these things should have a

profound influence upon our vocational training programs. I wonder if we have given sufficient thought to this at levels where policies could be set.

(c) Our third approach—really an outgrowth of our second—would be to arrange a cooperative training program with industry for our older students wherein we would train them for specific tasks which they would perform on a part-time basis, coming back to school later, if necessary, to have their difficulties ironed out. Again there are obvious troubles, but it is axiomatic that things worth doing are seldom easily done.

(d) A fourth attack would be that which has been proposed to the profession many times under various guises—that of the establishment of a school between the levels of the state school and Gallaudet College. It could both prepare students for Gallaudet, and for industry at a truly vocational level.

The difference between the first two solutions to our problem and the last two lies, as should be apparent, in whether we consider our state school training to be at the vocational level, and if in truth it is. If it is, then the first two approaches are in order. If it is not, then we should select one for the latter two, namely training in some form.

So far in this discussion, I have been fairly general because I feel that the real pivot point in evaluating our vocational programs is not so much one of what we are actually doing or should do, but how do we feel in general about vocational training of the deaf. In other words, what is our philosophy? Once we get our thinking straight all of the other things will fall into place. Going back to our tent analogy, our philosophy corresponds to the tent pole about which our Boy Scout is attempting to arrange the four corners of his tent. If the pole is a sturdy one, not given to bending or breaking, his job is somewhat easier even though he has only one or two tent pegs. Perhaps, as we have indicated, some rocks or pegs may eventually blow by in the storm.

What then is this "magic" process of thinking which will give us refuge? Really there's nothing magic about it. All that is needed is a straightforward, honest approach to our problem. Embellishment with false values, subterfuge and wishful thinking have no place in any estimate we may make of our vocational program if we are to find a way to do the job in an orderly and efficient fashion. To get at the root of this business of philosophy-building as simply and directly as I can, let me ask a few questions and suggest some answers. Some of the questions and answers may startle you—the answers perhaps more so than the questions. The questions have, for the most part, been asked before.

1. **Why do we have vocational programs at all since they use valuable time which is badly needed for the extension of academic work?** I think we are all agreed that all but a few of our graduates will perform manual work for their living, therefore it seems

fundamental that we do what we can to develop manual skills which are applicable to almost any vocation. In doing this we will do well to rid our minds and those of our students of some of the fairy tale thinking of the type we see in class prophecies. If we did nothing else in our vocational classes our existence would be justified if we could make every outgoing student aware that there is such a thing as taking a job at a figure somewhat less than the President's salary and proving his worth. Too many of our students have a false notion of the eagerness with which the world awaits them.

Other reasons for vocational training have been advanced. With some shame I note that someone has written in the literature of our profession that the value of shop work lies in the fact that it provides busy work which keeps the children out of mischief. I doubt that any of us today would subscribe to this idea. However, I must point out that the thought, somewhat modified, still exists in many places. Many times boys and girls are sent to the shops at inappropriate times simply because no other custodial care is provided. This procedure benefits no one and is an unfair burden cast upon the shoulders of the shop instructor. We can hardly say that this is proper manual or vocational training. Certainly none of us believe that we render efficient service to the deaf under these conditions.

2. Since we do have vocational departments should we consider our work to be on a par with trade schools in that our graduates are fully trained for specific vocations? I think the answer to this, with one or two exceptions, is no. In the first place, with the kind of organization existing in most of our schools we cannot devote sufficient time to vocational training. Secondly, most of our schools are inadequately equipped for such a program. Last, if we are to take into account the academic attainment of our pupils we must realize that, except for the simpler, purely manual pursuits, we cannot hope to achieve a high level of technical training. However, I am convinced that, given greater emphasis either in terms of time or a re-organized cooperative program, there is no reason why our vocational results should not be much more spectacular.

3. The foregoing brings up the question, "Is adequate time and energy being devoted to vocational training in our schools?"

Here, one's answer depends upon what he thinks is the shape of the end result. If speech and academic subjects are deemed more important than vocational training, then the answer is, "Too much time is being devoted to vocational subjects." If it is thought important that our graduates be able to compete advantageously for jobs on the basis of skills alone, the answer is, "No." Long ago at the Convention in Winnipeg I presented a paper which said in effect, "that it was far more important that a boy know how to use the carpenter's square than it was that he should know how to do square roots." What I was trying to say was that in my opinion we would do better from the standpoint of job security to place more emphasis on things vocational. Today, I am not so sure! Every once in a while

my father, who is deaf, and I sit down and talk about what all the Joes and Bills and Marys (students we have known) are doing now. It nearly always turns out that they are doing pretty well. Strangely enough it doesn't seem to matter how much or what kind of vocational training each had or where he got it. Nearly all of them are working, rather secure in their jobs, and the girls who aren't working are, for the most part, happily married and rearing fine families. So maybe our answer now is, "Let's not worry too much about making Joe into a first class cabinet-maker, but rather, let's teach him how to use his hands in a variety of ways, how to work, and above all how to live with other people. Too often his attitude toward his job, his boss and other people can be the cause of his downfall.

However, I am not too sure that we should expand on Mr. Elstad's suggestion of last night and train hearing people to understand the deaf.

Summing up, I believe that the success of the vocational training program in our schools for the deaf today is based on a restatement of our objectives in terms of the kind of material we are working with and the amount of time we can give it. Let us stop kidding ourselves. In the time we are devoting to the work we are not offering trades training and our efforts are misnamed when we call it vocational training. And yet the January 1949 Annals lists almost one hundred vocations defined as "gainful occupations taught in classes with adequate equipment and qualified instructors." The definition, incidentally, is my own. In spite of our claims I am afraid we are not doing much beyond manual training of a high type. In this situation we cannot honestly engage in any formal trades placement work beyond the elementary stages.

This does not in any way minimize the importance of what you teach. You will notice that all through this discussion I have mentioned fundamental skills. These are essential no matter how we decide to wind up the vocational work in our schools, be it manual training or trades teaching. Whatever is done, you are the important cog. I urge that you give of your best as you now do, but be constantly alert for better ways to give of yourself. Let us recognize it then and find some way in which our basic efforts can be supplemented. The crying need is for actual training on the job or for training in a center between the state school and the job where so much of the adjustment training that we cannot put over in the school may be dealt with. To this end let us

- (a) determine what it is we are doing and honestly present it in order that those who know us and come in contact with our graduates may have a better basis of understanding.
- (b) seek to organize our efforts in a better fashion so that whatever it is we do we will do it more efficiently.
- (c) separate in some way our real vocational training from the elementary school atmosphere where the teaching of much beyond manual skills seems inappropriate.

- (d) seek to establish within our own profession the means for adequate training of vocational teachers.
- (e) stop deluding ourselves and immature youths in the belief that they have had sufficient training to immediately get and hold high order jobs.

In closing, let me say that, even though it has sounded like it occasionally during this talk, I do not in any way mean to deprecate your efforts in behalf of the deaf child. My point is simply this: we have failed to properly evaluate the work we are doing to the end that we may serve the deaf efficiently and well. We are living in a false world. Let us be realistic in order that there will be no misunderstandings on the part of the pupil, teacher, parent or public.

VOCATIONAL TRAINING IN THE EMPLOYMENT OFFICE

Ben M. Schowé

Economics Dept., Firestone Tire and Rubber Company, Akron, Ohio

From all indications, it seems likely that I will get more good out of this paper than anyone else. I am honest, therefore, when I say I am grateful to Mr. Graunke and each one of you for this opportunity to unload some of the burden of impressions I have accumulated over a period of thirty years while hiring and counseling deaf workers for the Firestone Tire and Rubber Company in Akron.

The scientists can split an atom and measure the speed of light, but they never have been able to construct an instrument that will measure the storage capacity of the human head. Capacity seems to vary from head to head and even from day to day in the same head, as you may have observed in your own classrooms and workshops. All I know for sure is that my own capacity is strictly limited and that my head has been over crowded for some time.

It would not be so bad if old impressions were crowded out to make room for new. But this isn't the way it seems to work. The old impressions are firmly imbedded and the new ones can find no way to get in. I find I am becoming unresponsive to new ideas.

And that is bad. This condition is common in old age but the symptoms can be found sometimes in people who are comparatively young. I am not quite senile yet myself and I expect this paper to be a sort of Fountain of Youth for me. Having relieved my mind under such favorable auspices, I hope to recapture a youthful capacity for new impressions and responsiveness to new ideas. So I am properly grateful to you all.

A few weeks ago a beautiful young lady came to my office and asked if I could help her prepare a set of photographs of deaf workers on different jobs at Firestone. She was from the Firestone Public Relations Department and she had hair of a redness that does not come in bottles. It seems that a magazine with national circulation was planning a "picture report" on deaf workers in the rubber industry and wanted to know just what we could contribute to the project.

Working on these photographs in company with the vivacious young lady, the resistance of the unresponsive head of mine was finally broken down and a fact of more than casual interest finally pierced my consciousness. It was apparent that Firestone had succeeded in employing deaf workers, not on all jobs, but on jobs which represented all levels of skill and training, from common labor up to research chemists.

You who are familiar with the common frustration of deaf workers will appreciate what this means. I brought those pictures along with me as an exhibit. I hope that the underlying significance of this exhibit will get thoughtful attention, not only from members of the Vocational Training Section of this Convention, but from every person who is actively concerned with the educational program for the deaf.

No doubt many of you are craftsmen and have a full share of craft pride. You may be inclined to feel a bit scornful about this exhibit because it comes from a mass production industry where there are more opportunities for semi-skilled production workers than for skilled craftsmen. You feel that all your painstaking care in trade training is washed down the drain every time one of your graduates takes a semi-skilled job in a mass production industry.

It seems to me, however, that this reaction is hardly justified by the facts. The craft skills you have imparted are not lost. They are simply transferred to the production job. Moreover, nearly all crafts are engaged at one point or another in mass production processes and there are opportunities for craftsmen on occasion.

Only printing, furniture refinishing and armature winding are illustrated in these photographs, but this does not begin to exhaust the possibilities. Even the art teacher, if one is here, need not despair. Quite a number of commercial artists are employed and so far as I know no one has slammed the door in the face of the deaf artist.

The possibility is there. And also, in the view of things, a faintly discernible basis for the belief that the future of deaf workers as a group may eventually be found in these same mass production industries. The question is: Should we resist such a tendency, or should we cultivate it in order to bring it to its highest possible stage of development?

I do not come before you as an advocate, or as one who knows the answers. All I can hope to do is to state the problem. It is true, however, that I can see many possible advantages for deaf wage earners in what we may call the work-climate of the mass production industries.

Our people are gregarious and there is a natural attraction for them in mass production industries where numbers can be employed. Only a small part of them are predisposed to any particular skilled trade or line of employment. And finally, there is the apparent fact that even the best of trade schools cannot turn out journeyman craftsmen. The deaf graduate has a wide and perilous gap to bridge before he can win his spurs as a skilled craftsman in the trade taught him in school.

Nothing I have said carries any implication that the vocational training program in our schools should be radically altered. Right now, in a score of different trades, you are teaching the fundamentals for successful employment in mass production industries. You are teaching manual dexterity, the use of tools and machinery in general. You are inculcating the principles of shop discipline and good work habits. These attributes are just as fundamental in mass production industries as in highly skilled trades. I believe you are now providing the essentials more successfully than some of you seem to realize.

When a deaf young man comes into our Employment Office and tells us that he has had a certain number of years of vocational training in one or another of your schools, he is just about as good as a certified check in our estimation. We know that he will give a good account of himself on the job—on any job within the range of his physical and mental capacity.

We have had diverse experience with deaf boys who did have this training and those who did not. For example, there was the boy from expensive private oral schools whose work habits were the despair of half a dozen foremen who tried to make a workman out of him. And for comparison, there is the boy who did have the benefit of such training but who was never able to get beyond the third grade in his classroom course of study. He proved to be a productive workman, paid off the mortgage on his father's small farm, bought a home of his own, and is now raising a family—all in the course of five or six years. Instead of being a burden on the community, this second boy is supporting a family and paying taxes.

There you have the glory of your collective achievements as vocational training instructors boiled down to its essence. To a large extent, your training spells the difference between living on tax money paid by others and actually paying taxes in substantial amounts.

The swing from one extreme to the other is wide. No state legislature should hesitate to invest state funds in the equipment you need. It is an investment that pays sensational dividends to the state.

I do not mean to say that there is no room for improvement in the processes and procedures of vocational training. There is some reason to suspect that some of you have become discouraged with what seem to be meager results and have slipped into a rut—just going through the motions day in and day out. But if you could see the results as I have seen them, you would suffer from no such affliction. On the contrary, you would feel that yours is a calling to tap the wellsprings of the teacher's skill and ingenuity.

We have been told that the purpose of all educational endeavor is a vague and dreamy something called "happiness." But I wonder if this concept is really adequate. I have known some fellows who seemed really happy only while hanging on to the butt end of a fishing pole, and I have known others who preferred to write sonnets.

Would it not be more to the point to say that the purpose of edu-

cation is productivity, pure and simple, whether it is the production of fish or sonnets, of bread or automobile tires?

Have you ever known a happy man who was NOT productive? When a man is productive just about everything else may be added to him—even happiness, perhaps. A scientist—an Einstein—can produce while sitting on the end of his spine, staring off into space; and I would not want to disparage the production of imponderables such as theories of relativity or anything else. I like to day-dream too. I would not want to limit education to any one kind of productivity. I would devote it to productivity in general, everything from sermons and sonnets to shoestrings.

Nevertheless, we have to be realistic about it. Not many of the pupils in our schools will use their language lessons for the production of sermons or sonnets. More of them will use whatever facility in language they are able to acquire as a convenient tool in the workshops where they produce the goods of commerce. It is in the vocational training classes that their language lessons are transformed from wearisome classroom drill to their essential function in everyday use.

At least, this is a worthy ideal. It suggests a basis for closer cooperation between teachers in the academic and in the vocational training departments. No one realizes better than the experienced employer how seriously the average deaf workman is handicapped by language retardation. It is proper, I think, for one in my position to express his concern and try to focus attention on the problem.

However, it must be acknowledged that refinement of vocational training programs will have to come from within your own ranks. The layman would only display his own ignorance if he barged into this field. The best that the layman can do is point to important elements which will bear further scrutiny.

The matter of safety ranks high in this list. Unquestionably, it would help if every vocational training instructor were a safety engineer of sorts. Visiting the printshop in one of our schools for the deaf some years ago, I saw one of the pupils grab a heavy box of scrap metal with both hands and drag it across the floor walking backwards. It was a simple and natural thing to do but if that boy had been guilty of the same thing in actual employment, he would have called down on his head the explosive wrath of the nearest foreman or supervisor. It was a serious breach of the principles of safety.

Training in the principles of safety can also help to open up new job opportunities for the deaf. To many employers, deafness is a mysterious and unfathomable factor in the accident prevention program. Their suspicion of it increases in direct proportion to the mystery. Some employers refuse to consider deaf workers at all, simply because they cannot take oral instruction in plant safety rules which they rate as an essential feature in the training of new employees. It does not occur to them that there are other means to accomplish the same end.

In any event, a comprehensive safety clinic in each of our schools would help to break down one of the most persistent barriers to em-

ployment. Preparation of a textbook to guide such projects would be a profitable enterprise. A special study should be made of the problems relating especially to deafness. I might write a chapter or two on certain aspects of the problem, but there are many gaps in my understanding and I cannot undertake the job alone. I wonder if there is anyone here who would volunteer to put his shoulder to the wheel in such an undertaking?

That brings us closer to the point where I have gotten all the good I can out of this paper and will be willing to leave it in your hands. But there is one other interference with the flow of job opportunities which should be considered before I sit down. It concerns the use and abuse of publicity.

There seems to be some misapprehension about this and we sometimes find people saying that what the deaf need is more publicity. I do not think that anyone ever needs more publicity for its own sake. Publicity is just one means to an end and a very dangerous means at that. It may be either good or bad and it may backfire when you least expect it. Even experts handle it carefully, like TNT or plutonium.

Early in wartime we had an example of publicity that backfired in a most disconcerting manner. It was based on an interview with the "interpreter" for deaf workers in a certain manufacturing establishment and explained in great detail all the delicate services which the interpreter was called upon to render in order to keep deaf workers on the job.

The article got considerable applause from deaf people because it lauded the productivity of the deaf. This was only half of the message that it conveyed to prospective employers of deaf workers, however. What they naturally gleaned from it was that employment of deaf workers was a complicated and expensive piece of business which could be justified only by dire necessity.

Obviously it isn't publicity we need, but good public relations—a need we have in common with just about all the rest of mankind. There is little chance of attaining the goal if we confuse the two or proceed on the assumption that mere bulk of publicity will make up for indifferent quality of the output.

Within the limits of this paper it is impossible to tell much about employment procedure for deaf workers at Firestone. The truth of the matter as I see it, however, is that the distinctive feature of practices at Firestone is the absence of distinctive features. The significant things are not what we do but what we don't do.

We go on the assumption that deaf workers, like all other productive employees, are just about able to take care of themselves in ordinary situations and that they fit easily into the common routine of employment.

There are no interpreters at Firestone in the accepted sense of that term. I have the responsibility to keep open lines of communication for deaf employees and I, myself, am as deaf as deaf can be. One sceptical fellow, upon learning that I undertook to act as spokesman for deaf

employees in difficult situations, summed up all his doubts this way: "How is that possible? Can two deaf people hear more than one?"

The answer to that is worth pondering. I never encountered such scepticism in the Firestone organization itself and that fact may be the key to the whole situation. Management and supervision have been uniformly cooperative and have been willing to give deaf workers the benefit of the doubt in any given situation—with the result that deaf workers have surprised everyone with what they could do for themselves.

If there is any distinctive achievement at Firestone, this must be it. Firestone has been broadminded and the deaf workers have more than justified the responsibility reposed in them. Each of you who have taught the deaf have contributed something to this record, either directly or indirectly. In the final analysis, it is a tribute to your own productivity as teachers.

THE GENERAL SHOP PROGRAM

Merton Wheeler

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Summary of talk by Merton Wheeler, Supervisor of Industrial Education, State Department of Education, Jefferson City, Missouri, before Vocational Section of the Convention of American Instructors of the Deaf, Jacksonville, Illinois, June 20, 1949.

General Shop Defined: A type of organization whereby students are provided experiences in several areas of industrial activity in one shop usually under one teacher.

Common Misconcepts of General Shop Plan:

1. That it serves only small schools.
2. That it is a method of teaching the same things as taught in several unit shops, but in a less thorough and complete manner.
3. That variety of activity is its only advantage.

Reasons for the Development:

1. The increasing complexity of modern industrial living made it necessary that students have help in understanding it and assistance in adjustment and orientation in it.
2. The apparent need for exploratory experiences to precede more specific training.

Purposes or Objectives:

1. To develop an interest in, and an understanding of, American industry, its products, organization, and occupations.
2. To provide experiences with, and information about, some of the basic tools, materials, and processes of industry.
3. To provide opportunity for exploration and development of personal interests, aptitudes, and abilities.
4. To develop some degree of skill in some of the basic industrial processes.

5. To provide some experiences with work on a cooperative, as well as an individual, basis and to develop a wholesome attitude toward work and a world of work.
6. To assist in the development of personal and social characteristics, habits, and attitudes that make for desirable social relationships.

Steps in Setting up a General Shop Program :

1. Determine objectives.
2. Select content and method that seems to contribute to the realization of objectives.
3. Provide physical setup in keeping with the content and method.
4. Prepare instructional material.

Nature of Instructional Material Required. (For effective teaching in the general shop, the work must be well organized and certain instructional materials should be available)

1. Teaching plan consisting of :
 - a. A list of areas of activities to be included.
 - b. A list of projects to be used with their source indicated.
 - c. A list of demonstrations to be given.
 - d. A list of topics for investigation and class discussion.
 - e. A list of other materials or activities that will enrich the course, for example, industrial trips, motion pictures, special activities or investigations for individual students or groups of students.
2. Job assignment sheets consisting of :
 - a. An introductory paragraph to arouse interest and to give the job a purpose.
 - b. A set of specifications to be followed.
 - c. A working drawing.
 - d. Information which will guide the student in learning as he does the job.
3. Informational assignment sheets covering the informational content of the course that is not directly related to project construction. These sheets consist of :
 - a. Introductory paragraph to arouse interest, state a problem, and tell the student what he may expect to learn.
 - b. A list of things for the student to do and references to be read.
 - c. A series of questions and problems to guide the student in his study and to stimulate his thinking.

Conclusion : It is recognized that there are peculiar problems and methods in the education of the deaf; however, it is assumed that the same general purpose of education applies that of preparing the individual to live a socially useful and satisfying life in the kind of world in which he will live. It would seem reasonable and sound that the general shop program can and does make significant contribution to this purpose.

ORGANIZING AND PLANNING HOME ECONOMICS PROGRAMS FOR GIRLS IN THE SCHOOLS FOR THE DEAF

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University of Missouri, Columbia, Mo.

It goes without saying that I have been going through some pro's and con's in regard to the presentation of material for your critical thinking as to basic and practical background in the organization and techniques of teaching home economics. May I hasten to say that I do not propose to tell *you* how to teach home economics in your respective schools. My hope is to review for your consideration some of the aspects in a meaningful and functional homemaking program.

In thinking of the needs which influence the organization of a functional program, we might wish to consider a few of the more important factors.

First, we might consider the need of achieving a satisfying and functional philosophy of life with emphasis on personal and family living. I believe we would want to establish and evaluate our own philosophy as well as provide and evaluate the experiences we offer our students so that they, too, might be able to acquire a philosophy toward life which would be purposeful and functional.

We might check our philosophy by looking into the offerings of our homemaking curriculum. Is our curriculum flexible, sound, valid and democratic in procedure? Our program must provide for continuous evaluation of the curriculum and the pupils' progress to see if the goals of general education are being reached as well as the goals for successful personal, home, and social living.

A second factor influencing the organization of our homemaking program would be the need to provide experiences for the developing of a wholesome personality and the working out of satisfying human relationships. To evaluate our contributions toward the development of personality we can through observation and objective testing devices look for change in interests, attitudes, personal and social adjustment and appreciation, all of which influence personality development.

If we were to look for specific behaviors in checking personality development in relation to interests, attitudes and personal-social adjustments, we might list for our thinking, such suggested behaviors as:

- (a) Reports illustrations of satisfying home situation
- (b) Expresses (by word or action) increased interest in other members of the family
- (c) Appears happier
- (d) Invites friends to her room at school—to the home economics department—to her own home
- (e) Participates in more social activities at school
- (f) Participates in more activities with parents in her own home
- (g) Asks for help in problems in improving the home

(h) Shares and cooperates in activities in care of her room at school—at home

Then, if these were suggested behaviors to use in evaluating the experiences provided for personality development, we could think of situations necessary to evoke these behaviors, such as:

- (a) Check sheet or questionnaire in which the girl tells of participation in home activities
- (b) Write a story describing a happy home
- (c) Participate in panel discussing the girls' contribution to wholesome family living
- (d) Report on film strips, slides, or books which would indicate appreciation of values

In addition to checking for philosophy in practice, as well as personality growth and development, we would likewise want to provide in the organization of our curriculum ample opportunities for the broadening and enriching of the girl's life.

At this point some of you are no doubt saying, "And, what of the vocational aspects of the organization of the curriculum?"

All types of homes involve many complex homemaking problems of essentially different character. A genuine scheme of vocational homemaking education must include all the phases of the occupation of the homemaker. I might venture to say that the problem of homemaking education presents some of the greatest difficulties in the whole range of vocational education. We may be justified in our thinking concerning the offerings of the curriculum, to assume that most of the girls in our departments will be called on to make and conduct homes of similar character to the homes from which they come. Hence, one of our first steps in planning or evaluating will be to determine home findings. This might be done through a questionnaire given to the girls or it may be done in some situations through direct home contacts. If it is possible to do home visiting, then, for better future reference some type of objective device could be used by the person or persons making the home contact. This could be an inventory, another type of questionnaire, or a combination rating scale and questionnaire. I developed a questionnaire one time in order to determine basic background for counseling connected with the offerings of the particular homemaking program in which I was participating. I asked on this questionnaire such questions as:

1. Do the parents have high standards of health?
2. Have the family members been born into an environment which promotes good character?
3. Does the home allow some privacy for each member?
4. Are the facilities of sanitation adequate?
5. Is shelter, food, clothing adequate?
6. Are the furnishings clean, attractive and comfortable?
7. Are some luxuries provided?
8. Is there planning for leisure?
9. Is there planning for mental, moral, spiritual, educational, and

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physical development?

10. Are home responsibilities assumed by all members?
11. Is the income sufficient for family needs?
12. Does the management of family finance promote a feeling of security?
13. Is there a family council for discussion of common interests?
14. Does harmony exist among the family members?
15. Are personal traits such as love, affection, tolerance, honesty, tact, obedience, courtesy practiced by family members?
16. Is there a common understanding among the family members?
17. Do the children confide in the parents?

So, we can say that home findings influence our organization. In addition to careful consideration of home findings we, of course, will review in our thinking those basic needs and aspects of living in which the adolescent is involved. Those aspects in the main are the areas of personal living, immediate personal-social relationships, social-civic relationships, and economic relationships.

In the area of personal living is the need for assurance that the individual is developing normally, a need for an understanding of the extended world as it affects his philosophy of life, a need for expression of growing powers.

The primary adolescent needs in the immediate personal-social relationships are two—the development of maturity as a participant in home and family life and the development of maturity in relationship with age mates of both sexes.

The need for physical and mental health which is an important aspect of personal living and immediate personal-social relationships, continues to be important in social civic life. The emphasis shifts to the adolescent's concern for community health, control of disease, and to the development of self assurance in his relationships with others.

The needs in the economic relationship are to have an emotional assurance of economic achievement for vocational orientation, to select and use goods wisely, and for participation as a citizen in economic life.

At this point in our discussion may we summarize what we want to say in regard to the organization of our vocational homemaking programs?

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- (1) In a functioning program the teacher will acquaint herself with the student's background.
- (2) The teacher will consider broad goals of general education as well as the basic adolescent needs.
- (3) The teacher will evaluate experiences provided for the development of a functional philosophy for herself and her students.
- (4) The teacher will provide meaningful and varied learning experiences to motivate students' interest coupled with learning.
- (5) The teacher will check the content of her offerings in the light of student behavior both in regard to solving problems and finding her place in the vocational world.
- (6) The teacher will check the content for analyzed skills, related

technical knowledge, and esthetic and social understanding, necessary to be a successful homemaker.

After organization follows our consideration of the training for skill in the daily activities of homemaking and the techniques and methods involved in the presentation of materials for aiding the development of those necessary skills, as well as the development of desirable habits of work and attitudes.

In our thinking may I suggest at this point a procedure that we could consider in checking our methods and techniques? We might make an outline similar to this:

Basic needs	Student needs	Behavioral objectives	Content	Techniques
and				
interests				

The basic needs we list may be one or several of those with which we are all familiar:

- (1) Feeling of security that comes from love and affection
- (2) Feeling of belonging
- (3) Recognizing likeness to others—worth—capacity
- (4) Satisfaction that comes from achievement, self expression, sense of worth
- (5) Fair balance between success and failure
- (6) Relative freedom from guilt feelings due to falling short of one's own standards or the standards of society
- (7) Relative freedom from fear
- (8) Economic security
- (9) Participation in making decisions which affect one's welfare
- (10) Understanding of self-conflicts. Integration of beliefs and values

The students' needs and interests as expressed by them. A teacher can stimulate the class to express these interests and to recognize these needs through her use of exhibits, questionnaires, review of life situations and relating of problems in which these said needs and interests are evident. In so far as possible the basic material for formulating objectives and plans for future instruction must come from student-felt needs and interests as well as teacher-felt needs.

Some of these needs and interests if we were to state them might be:

- (1) What courtesies should I show my family and friends?
- (2) How should I conduct myself in public—at social gatherings?
- (3) How may I acquire a pleasing personality?
- (4) How can I improve my personal appearance?
- (5) How can I select patterns and materials becoming, appropriate and within my ability to construct?
- (6) How can I select, arrange, care for and use household equipment to save time, energy, and materials in an attractive home?
- (7) How can I acquire good food habits as well as select foods wisely, plan and serve attractive meals?
- (8) How may I achieve success in marriage? In care and guidance of children?

(9) How can I understand and appreciate values which make a contribution to a satisfying home?

(10) How can I best fit into my community?

(11) How may I plan the expenditure of my money to get the most for my money?

(12) How may I maintain my own health and help in the maintenance of health in those around me?

(13) How may I determine in which vocation I might be successful?

As teachers doing organized planning for practical experience, what will we set forth as behavioral objectives toward which to work in our departments? We might suggest only the areas in which we will check outcomes as:

(1) Subject matter

(2) Knowledge

(a) Ability to apply; solve problems

(b) Intellectual skill—actual application

(3) Manipulative skills

(4) Interests,—liking—participation in

(5) Attitudes,—belief—values

(6) Adjustment

(7) Appreciation,—insight—feeling for

With the objectives established we will want to plan experiences and provide situations which will evoke the behavior giving evidence to show we are meeting our objectives and in turn answering our students' needs.

We probably would not need, today, to enumerate the experiences necessary to provide, because they would be so different and varied for your particular groups of students, but we could suggest selective criteria in determining our experiences:

First—They are of intrinsic value in so far as present needs can be ascertained and future needs predicted.

Second—They are basic to the realization of general objectives for homemaking.

Third—They are suitable for the age group.

Fourth—They are varied in keeping with individual differences.

Fifth—They allow for special interests beyond the common understanding desired for all.

Sixth—They are attainable by the majority of the class.

As for content, we will want it authentic, up-to-date, practical and related to needs and objectives.

The methods you use may be, generally speaking, three—the one where you, as the teacher, plan and direct what is to be done. The second where the students decide what is to be done and the third method in which you as the teacher plan cooperatively with your students their goals and decide how best to attain and evaluate them. This last method we call the goal-seeking method and one of the most satisfactory in establishing democracy in the classroom.

In the goal-seeking method, you may use such techniques as included in this limited listing:

- (1) A panel discussion
- (2) A field trip
- (3) Class discussion and directed study
- (4) Exhibits
- (5) Bulletin board displays
- (6) Review of a current film or slide
- (7) A demonstration—standards
- (8) The laboratory technique

In making the application of these techniques, illustrative material is of great importance. We can and should make some of our own. Commercial organizations have come to our aid with much material that can be used in our vocational homemaking departments. When we use illustrative material, we should see that it gives specific information, illustrates the skill involved, stimulates interest and that it might serve as a standard for procedure or improvement in performance.

In thinking of this meeting I sent the following letter which I feel I should read to you:

Refrigeration Specialties Department
Norge Division
Borg-Warner Corporation
670 E. Woodbridge Street
Detroit 26, Michigan
Gentlemen:

About the first of June I am planning to present some materials to the vocational section of the National Convention of the American Instructors of the Deaf. There should be about seventy-five in the group.

I would appreciate very much receiving copies of the materials which you have developed in your educational division that might be helpful to these teachers as they go back to their state and private schools for the deaf.

The general theme of my informal discussion with these people will be the newer trends in techniques and methods of teaching home economics. I have found the materials from your organization very practical and useful.

If there is a charge for assembling packets for distribution to this sectional meeting, it will make my request prohibitive; therefore, please let me know. I am very anxious to display and distribute the best in commercial educational materials to be used in the classroom.

The students in the schools for the deaf, whose teachers are attending this National Convention, deserve the best of our efforts.

Thank you very much for your cooperation and immediate attention to my problem.

Sincerely,

Of the _____ letters sent, _____ replied in such as this example:

Dear Mrs. Garrett:

We are in receipt of your letters requesting material to be used at the Convention of Home Economics Teachers to be held in June.

Under separate cover, we are forwarding to you 75 sets of General Foods material, especially prepared for use in Home Economics classes. Included in each set is a copy of Modern Foods for Modern Menus, but the Birds Eye Cook Book which you also requested is out of print.

The specific items which we are prepared to furnish in quantity for class use vary from time to time. However, we shall be glad to have you advise the teachers in attendance to write us whenever they are in need of ma-

terial, so that we may send our current offer. Also, if their schools are not on our regular mailing list, we should like to have the names and addresses so that the schools may be addressed regularly.

If we may be of further service to you at any time, please do not hesitate to write us.

Sincerely yours,
Frances Barton
Consumer Service Department
General Foods Corporation

You have received or will receive packets of material which I hope will be of some help. Around the room are exhibits with information concerning the material, its availability, etc. If any of you have questions concerning the material I will be happy to try to help or refer you to the proper person or place for securing help.

May I say in conclusion, we all need to use a self-checking device when we approach our common problem of organizing a meaningful program in vocational homemaking:

- (a) Do we really know and can we express what we feel about vocational homemaking?
- (b) Are we confident our beliefs are sound?
- (c) Do we put these beliefs into practice in our classroom and in our personal living?
- (d) Are we willing to keep up-to-date and try new ideas as a challenge?

May I extend my thanks to

(1) Mr. Ingle and Mr. Schunehoff and their staff for allowing me to visit their Missouri School for the Deaf for a couple of days and for the time and help given by the various instructors of that respective school.

(2) To the commercial companies who have so generously shared their materials

- (3) To Mr. Graunke for asking me
- (4) To you for being so kind in your listening and participation.

CURRICULUM IN ARTS AND CRAFTS

Marion H. Matchitt,

Minnesota School for the Deaf, Faribault, Minnesota

"Curriculum in Arts and Crafts" is a topic quite overwhelming in scope. It covers so much that one hardly knows where to begin. With its various complex problems and possibilities, it is, however, a subject of vital interest to all teachers and students of art, and an excellent subject for discussion.

Forty minutes, our allotted time, is hardly adequate to do the subject justice, and we shall, therefore, be able only to touch the high spots. But I shall do my best to see that the points considered here today are those which are of the greatest importance to us all. In the discussion which follows my brief remarks, I urge you to bring up any problems I have failed to mention, which you would like to have discussed.

It is a well-known fact that all progressive artists and public school educators now believe that art training should begin as early as does education along other lines. This means that the development of a child's art appreciation or talent should begin in the kindergarten. If this has been proved advisable for the normal hearing child, how much more important it is for a child handicapped with deafness, whose means of communication and self-expression are difficult and extremely limited. This principle applies also, in even greater degree, to the slow-minded child, who needs all the background we can possibly give him in any line of study which he is able to pursue.

Every effort should be more than doubled to help the expansion of the deaf child's world, through his means of self-expression and the development of his creative and imaginative powers—in art, as well as in academic subjects. Needless to say, the study of art and handicraft, even with the tiny tot, should play an important part in aiding that expansion.

The big problem then is—just how should the arts and crafts curriculum be planned in order to be most beneficial for the child? How often should art be taught in any given period of time? Is a half-an-hour period once a week enough to be worth-while for a primary child? Language co-ordination, spelling, beautiful writing, arithmetic—all these are important, I know, but would they suffer too much if at least an hour and a half a week, instead of just thirty minutes, were given to art in these grades?

How much time, too, should the intermediate boy or girl be privileged to spend in the art room? How much time also should the seventh to twelfth grade children spend on art subjects? Should art be a required or an elective subject in the seventh to twelfth grades? If elective, and the boy or girl shows talent and the desire to go on to greater accomplishment in art, should he be handed a program with only one or two hours per week to carry on in the type of work he likes best? It is often this way in schools for the deaf because English, history, arithmetic, and sewing are considered so much more important.

Granting the importance of these other subjects, how do the Minneapolis high schools manage to instruct *their* special art students five to ten hours a week, and sometimes more? No wonder Minneapolis public school children succeeded in winning nine art awards in the 1949 Minnesota Regional Contest sponsored by The Dayton Company of Minneapolis.

When recently I visited West High School of Minneapolis, I was told by Miss Maxine Baker, art instructor there, that all ninth, tenth, eleventh and twelfth grade art students were required to spend a minimum of five hours a week in the art room, and that a few spent as much as ten hours. Some of these Minneapolis students were among those who won so many of the coveted art awards. Why don't we hear more from deaf and hard-of-hearing children in these state and na-

tional contests? Is it their fault or the fault of their instructors? Isn't there any outstanding talent among our deafened children, or can it be that they are not given adequate time in which to develop their talents? Does the mistake lie in our curriculum?

All art instructors acknowledge the importance of drawing, painting, color organization, design, lettering, interior decoration, costume or fashion designing, handicrafts, etc., in any well-organized art course. The question often arises, however, just when and how these various branches of art should be presented to our boys and girls—especially to our deaf and hard-of-hearing children in whom we are most interested.

At the Minnesota School for the Deaf it seems to have been the custom to give to all art classes once a week a combination course including as many as possible of the fundamentals of drawing, design, painting, lettering, etc., with a little handicraft, for variety, as the need requires. In some of the larger public schools—Washburn High of Minneapolis, for example—a different plan is followed. There, a curriculum is used whereby an entire year or term is spent on just one art subject, such as drawing, still-life, painting, design, or handicraft. Although this way of working has proved itself in colleges and accredited art schools, the question remains—is it the best plan for adolescent boys and girls? Shouldn't the type of work and the subject matter be varied as much as possible for the adolescent child—especially the deaf adolescent, who is apt to be immature and who always needs variety in his work to keep his enthusiasm and interest alive?

Of course, as teachers, we all want to do what is best for the children who show any talent in art, for, as Mrs. Bess Foster Mather, senior consultant in art for the Minneapolis public schools, says, "The world will go on needing creative artists. The painters, architects, textile designers and craftsmen of tomorrow are in today's schools."

It is a most unfortunate fact that all men are *not* created equal. This truth is obvious when we consider the varying degrees of intelligence in the children with whom we work. One hates to have to admit that the number of slow children seems to be growing instead of diminishing. However, the slow child has to be considered just as much as "the bright and shining light", for he too has his life to live. Possibly the mentally-slow should have even more thought and consideration shown them by their teachers than extra-bright Johnny or Mary.

I have learned to love many of my "slow" Minnesota children even more than my brighter ones. Strange to say, the so-called "slow" ones are often anything but slow when it comes to expressing themselves with crayon, finger-paints, or paint brush. I have in mind especially an eighteen-year-old girl who attended the Minnesota School for the Deaf for three years. Previously she had attended a public school in the northern part of the state where, because of her total deafness and below-average intelligence, she had learned practically nothing. When she came to us, at eighteen, she could not read, or write a complete sentence. The only subject in which she could "hold her own" at our school was art—and in that she excelled! What she could not express

in speech or written language, she *could* with paints, crayons, or pastelles. When she left the school, she was employed by the Red Wing Pottery Company. The fact that she had three salary raises within the year she was there (until she left to be married) disproves what some educators believe—namely, that retarded children cannot advance far enough in art to make a commercial success of it.

What did Christ, himself, say about the man who buried his one talent in the field? Should a slow child be made to bury his one talent?

After all, whether a deaf person uses his training in art commercially, or as a hobby, or merely as a form of leisure-time recreation, it should fill an important place in his life's work or enjoyment. If only to be useful in the most practical sense, such as the ability to use good taste in dressing or to attractively furnish a home or a room, it serves a worth-while purpose. The application of art training, in this sense, is just as useful to the child with the low I. Q. as to the child of superior intelligence. This being the case, it would seem a mistake to close the door on the slow child by denying him the privilege of specializing in some branch of art.

There are many other problems and points of view that could be mentioned or discussed today regarding our art and craft courses in schools for the deaf. I have, as you see, called attention to only a few of them. And now I am leaving it to you to carry on from where I have left off, or to introduce other problems you would like to bring up for discussion.

SUPERVISION OF NEW TEACHERS, TRAINED AND UNTRAINED

Joe R. Shinpaugh, Jr.

Principal, Virginia School for the Deaf, Staunton, Va.

For the past few years almost every school for the deaf in the country has been faced with an acute teacher shortage, in fact practically every school of any type, has felt this pinch. This has meant that the schools have had to employ many new teachers, trained and untrained.

The purpose of this paper as has already been denoted in its title, is to discuss supervision of new teachers trained and untrained. When Mr. Huff, our section leader asked if I would accept this assignment, I requested that I be allowed to limit my talk to the supervision of new teachers at the Virginia School. Mr. Huff consented, so therefore this paper is confined to our work at the Virginia School.

We, at the Virginia School have had our share of new teachers during and since the recent war. It has at times been next to impossible for us to secure trained teachers of the deaf. Several reasons are involved, first, the training centers have turned out a limited number of teachers, and second we have not been able to compete with higher salaries paid in other states. We have been forced to turn to the public schools for our supply of teachers, and thus get

a trained teacher in one field of education and train her in our special education.

Perhaps it would be wise to define what we believe a trained or untrained teacher is. If I am not very careful, I can get too involved in that question. A trained teacher we believe, is one that has a Bachelor's degree from an accredited college with at least one year of post graduate work, in the field of education of the deaf. This graduate work may be done in one of the approved training centers in a college or university, or in a school for the deaf. The teacher may or may not have her Master degree. It should be pointed out however, that some of our best teachers of the deaf in the country do not have degrees. Some of our outstanding teachers and supervising teachers do not have degrees. Many of these teachers have college credits and took training courses in our schools for the deaf, and have behind them many years of valuable experience. Such teachers are valuable to any staff and we certainly should and do consider them as trained.

An untrained teacher is one that may or may not have her degree and does not have any formal training in education of the deaf. She might be a trained public school teacher but is untrained in so far as the deaf are concerned. The word experience should be thrown in, as it is another important factor to consider when we are talking about trained and untrained teachers. We all realize that experience is the thing that counts the most in the end. When it has been impossible for us to employ a trained teacher of the deaf, we have turned to the public school teacher. If she has been a successful public school teacher she will have had experience in many problems of the classroom that are common to a school for the deaf. She is trained in certain fundamentals of education which may be of much help to her in her new work.

Whenever there are groups of people working together there is a need for supervision. Efficiency demands this. Think what an army would be like without its generals or sergeants, or a construction company without its superintendent and foremen. The school teacher like every type of employee needs supervision, in order that the school organization may proceed in an orderly manner. It would be impossible for a school superintendent to supervise personally every department within his school, therefore the need for a principal and other heads of departments. It is likewise impossible for the principal in a large school to supervise everything personally in his department, therefore he delegates a certain amount of this to his supervising teachers or heads of sections. At the Virginia School we have two supervising teachers, both women. One supervising teacher is charged with the duties of the academic section while the other supervises the girls' vocational subjects. Our two athletic directors are in complete charge of their programs. The principal does the over-all supervision and co-ordinates the work of each section. The supervising teacher has authority to make routine decisions and is responsible to the principal,

who in turn is responsible to the superintendent.

What does that word supervision mean? Webster defines it, "The direction and critical evaluation of instructions, especially in public school." We, at the Virginia School like to feel that it is the standing by of the principal and supervising teacher, ready to assist any teacher with any problems she may have in her class. We like to think that it is the coordinating of the work of all teachers and classes, both academic and vocational. We do not like the words "critical evaluation" as Webster describes it, as that word critical is too easy to misconstrue. We feel that it is constructive evaluation for both the teacher and pupil.

Much has been written and said at these conventions and other educational meetings about guidance for our pupils. Remarkable progress has been made in student guidance, but what has been said or done about guidance for our teacher?

It is somewhat reassuring that educators are gradually becoming aware that the teacher's problems are as significant as those of the student. Teachers are human beings and in as much have problems like any other individuals. Guidance is a continuous process, and all of us, no matter how wholesome our personalities, will encounter problems in this game of life from the cradle to the grave. We know too that a problem involves frustration, since a problem never results unless one has a goal and is blocked by ignorance, lack of information or fear of not making the right decision. We believe that a certain amount of supervision should be and is, in the form of guidance.

There is such a thing as over-supervision or under-supervision. Either one of these two extremes is bad. A teacher does not care for her principal to come into her classroom and spend hour on hour, day in and day out. This tends to make her nervous, suspicious and causes her to wonder what is wrong with her. This is not necessary because it is possible for the principal to tell in a few minutes visit, what is going on in the classroom. By careful observing and by noticing what is on the blackboard, bulletin board and certain reactions of the pupils, he can get a fairly clear picture. Then too, the principal has very close contact with the students outside of the classroom, and can get a very good idea from the pupils in regard to their progress.

Under-supervision is just as dangerous. Teachers do want a certain amount of supervision, and usually like to have their principal, superintendent or supervising teacher visit them at frequent intervals. They like to feel that certain problems can be discussed with the principal, and that they will be assisted if need be, and of course every teacher likes to show what she has accomplished. Our supervising teacher work more closely with the teacher than does the principal and makes frequent visits to the classrooms. The principal also makes frequent visits and tries to visit every class at least once a week, although at times this is impossible, when you consider that we have twenty-eight academic classes, and about twenty-five vocational, physical education and art classes. The principal, however is on call whenever a teacher

sends for him or presents a problem. From time to time the superintendent should and does visit the classrooms, with or without the principal.

We all know that a new teacher, especially if she is untrained is going to make mistakes, at first. Didn't we all when we first started teaching, or perhaps I should say, don't we all still make them? When a new teacher is employed at the Virginia School the principal tries to hold a conference or two with her before the school opens in the fall. At that time he explains, what her assignment will be, goes over the case history of the pupils who will be in her class, and explains in general what the school's routine and schedules are. If the teacher is from out of state or cannot appear in person before school opens, the principal and superintendent correspond with her, and explain these things and answer her questions. We try to put the new teacher at ease just as soon as possible.

If the new teacher is trained the problem of assigning her a class is not too difficult, and in so far as possible we try to give her the grade level or subjects she desires to teach. The untrained teacher presents another problem when it comes to assigning her a class, and in the past few years we have had to start them in almost every class, with the exception of beginning pupils. This year we assigned three trained public school teachers in our primary department, and with our guidance and supervision the results have been very satisfactory.

Every new teacher with the exception of those already trained are required to take our training course. The teacher's schedule is so arranged that she take two and a half hours of lecture from our supervising teacher, two and three times a week. This course is given to some in the mornings and to the others in the afternoons. Our supervising teacher gives a course in the teaching of speech, speech reading, teaching of language, history and education of the deaf, etc. The training class is divided into sections according to the grade level the teacher is teaching, thus the supervising teacher keeps her lectures geared to the course of study for each section, and the teacher will learn something in theory one afternoon and then try it in class the next morning. This also allows her to bring her current problems to the class, where they can be discussed. At present our training course does not carry college credit, but it is our hope that beginning in the fall of 1949, we will be affiliated with the University of Virginia, or Madison College.

All of our teachers are required to hand in lesson plans each Friday afternoon for the following week. Such plans must be in detail. Teachers always have complained and always will about the hard work involved in making such plans, but usually agree they are very valuable. Think what a lawyer would be if he went into the court room without having prepared his brief, or a doctor going into the operating room without having studied his patient. A teacher that goes to the classroom without plans is not doing justice to her pupils.

Lesson plans have several values. First they assure the teacher that she has definite plans for the things she plans to teach. This makes

her more confident. Second, it assures the principal and supervising teacher that a teacher has thought through her subjects, and that the course of study is being followed. Third, a substitute teacher can use the plans or at least part of them if the regular teacher is ill or out for other reasons. The supervising teacher reads the plans, makes comments on them, and refers special problems to the principal.

A new teacher is very likely to go to one of two extremes in her lesson planning, she either over-plans or under-plans. Both are bad, and it takes time to do just the right amount of planning. We constantly work with our teachers until they hit a happy medium. Over-planning is dangerous because the teacher will try to cover too much, and in doing so gets very little across to her class. When the teacher does not plan enough she runs out of material half way through the class period. This places her in an embarrassing position and the pupils get bored and resent it. How many of you have found yourself with your lesson completed about half way through the class period, and then have your superintendent walk in with some visitors, and want to see what is going on? Embarrassing isn't it? But if you have complete plans, it is a simple matter to look at them and proceed right on to the next lesson. If you do not have such plans you have to rattle your brain and think up something in a hurry, and in doing so feel rather guilty.

Some of our teachers make what they call emergency plans in the back of their plan books. Such plans are more in the nature of a review. These plans can serve several purposes. First they enable the teacher to demonstrate on a minute's notice to visitors, and sometimes this is necessary although we do not like it, and second they aid a substitute teacher in the event the regular teacher is ill or absent. They are very important in the beginning class because not every teacher can go into such a class and take over. But with such simple plans she can do something.

Grades are sent to the parents every six weeks, and at the end of each grading period, the teachers hand in progress books. This is in the nature of a progress report on each pupil and the subjects taught. This report is very valuable to the principal as it gives him a clear picture of each student's progress and an over-all picture of the classes. It enables him to have a record that he may use in discussing the pupil's problems with the pupil, superintendent or parents, or during the summer months when he is preparing schedules and making necessary changes in classes. It is impossible to remember details about two hundred and fifty-seven pupils, but with this report he has a handy reference. Perhaps one of the most valuable parts of such a report, is that it is handed to the teacher that will have said class the next year. This enables that teacher to tell what her class is like and what material has been covered.

At examination time all teachers are requested to hand in a copy of their examinations several days before they are to be given. These are checked and suggestions made, usually to the new teachers.

Earlier in this paper I pointed out that the principal did not have to camp in a teacher's classroom to know what was going on. The lesson plans and progress reports as have just been described, can and do give a clear picture of what is going on in the classroom, but of course frequent visits to the classroom are necessary.

Some schools require that teachers teach with their doors open. We do just the opposite in our school, in fact we tell our teachers to go into their classrooms, close the door and teach and teach, and call us if the need arises. Certainly we know they are going to make mistakes but through such errors, if they will admit them, a good teacher will be developed.

Grading has for years been a headache to every teacher. It is difficult to hit the happy medium in grading, and almost every new teacher grades either too high or too low. It is not the purpose of this paper to discuss grading as that is a separate topic in itself, but we constantly work with our teachers on their grading problems.

Our teachers are encouraged to take care of all discipline problems, in so far as possible, in their classrooms. We believe the teacher should gain the respect and control of her class at once, and not send minor problems to the principal. She may of course discuss them with the principal and send any major disciplinary cases to him at once. The principal should be kept informed so that he may be in a position to discuss any problem with the superintendent, parents or the pupil. Any major problem should be reported just as soon as possible otherwise the principal's action may not get the best results.

From time to time like other schools for the deaf we put on demonstrations for outside groups. An untrained teacher is never put on such a program unless it is in the capacity of assistant. She may assist a trained teacher and we have found this a good method in breaking in any teacher that has never demonstrated before. By assisting an experienced teacher she learns much and is not so frightened when the day comes when the principal asks her to take a full part on the program. When any of our teachers demonstrates for the first time the supervising teacher is near at hand to help her if the need arises.

New teachers have a fear of serving as chairmen of committees and have a right to be. We never appoint one as chairman unless she has an outstanding talent. During a teacher's second or third year with us, she may be appointed as co-chairman of a committee. By serving as co-chairman the responsibility is divided and this gives the teacher more confidence. This system has worked with great success.

We encourage our new teachers to attend as many of the school functions as possible. These include, ball games, dances, socials, Literary Society meetings, etc. From these they will learn much about the pupils. We also encourage our teachers to attend as many professional meetings as possible, both local and national, and from time to time we plan to take our new teachers to visit other schools for the deaf in near-by states.

Each year in February the principal is required to hand in to the

superintendent, an efficiency rating report on each teacher. The teachers are rated on the following: (See attached sheet.)

THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND

STAUNTON, VIRGINIA

Efficiency Rating Report

Term: 19

19

DEPARTMENT FOR THE TEACHER

I. EDUCATIONAL QUALIFICATIONS:

- (a) Academic Training -----
- (b) Professional Training -----
- (c) Use of English -----

II. CLASSROOM PROCEDURES:

- (a) Daily preparation of class work -----
- (b) Enthusiasm in the classroom -----
- (c) Encouragement of pupil participation -----
- (d) Development of self expression in backward pupils -----
- (e) Provision for purposeful activities -----
- (f) Economical use of time -----
- (g) Social Control -----
- (h) Neatness in care of room and equipment -----

III. PROMPTNESS:

- (a) Assigned duties -----
- (b) Appointments -----
- (c) Meeting classes -----

IV. LEADERSHIP AND PERSONALITY:

- (a) Initiative and originality -----
- (b) Sincerity of purpose -----
- (c) Sympathetic understanding -----
- (d) Wholehearted cooperation -----
- (e) Generosity of time and effort -----
- (f) Discretion in discussing school matters -----
- (g) Industry and attention to detail -----

V. GROWTH IN SERVICE:

- (a) Member of professional organizations -----
- (b) Interest in community, cultural and civic programs -----
- (c) Interest in professional literature -----
- (d) Attendance upon professional meetings -----
- (e) Interest in research work -----
- (f) -----

VI. PERSONAL QUALITIES:

- (a) Inspiring influence upon class -----
- (b) Neatness in personal appearance -----
- (c) A well modulated and resonant voice -----
- (d) A gracious manner toward associates and patrons -----
- (e) Poise -----

BASIS:

Excellent—plus 2 Fair—minus 1
 Very good—plus 1 Poor—minus 2
 Good—0

COMMENTS:

We try to always bear in mind that the teacher is the backbone of our organization. We should realize that the effective teacher is a person whose companionship, counsel, and advice are sought, and we have come more and more to understand that perhaps we should take a tip from those industries that enjoy pleasant job relations. Many such industries have a personnel service with a scope ranging

from the lowliest worker to the highest supervisor. Almost the same principles can be applied to our school organization.

During the last war it was the pleasure and privilege of this writer to serve as an aural rehabilitation officer, in the U.S. Army Medical Department. We had a number of civilian teachers of lip reading and speech employed through civil service. I recall that a memorandum came to my office one day from the War Manpower Commission entitled "Job Relations Training" which admonished its supervisor to keep four basic principles in mind to insure good job relationships. Perhaps it would be a good idea for our superintendents and principals to bear these four principles in mind too.

1. Let each worker know how he is getting along. Figure out what you expect of him. Point out ways to improve.
2. Give credit when due. Look for extra or unusual performance. Tell him or her while "it's hot."
3. Tell people in advance about changes that will affect them. Tell them why, if possible. Get them to accept the change.
4. Make best use of each person's ability. Look for ability not being used. Never stand in a man's way.

In closing let me state that I am happy to note that at the Wednesday's program of this section there will be papers delivered by a superintendent, supervising teacher and a teacher, all telling what they expect of each other. Perhaps if we could all remember to practice the four basic job relation principles as outlined in the preceding paragraph, we could and would do a better job, whether it be teaching or supervising.

THE PREPARATION OF DEAF TEACHERS

William J. McClure

Principal, The Kendall School, Washington, D. C.

Some of you who attended the 1947 Convention, St. Augustine, Fla., may remember that I spoke on the preparation of deaf teachers at that time. You may be a bit surprised to see me back again speaking on the same topic. I am still a firm believer in the value of the many good deaf teachers in our profession and welcome the opportunity to add a bit to what I had to say at the Florida Convention.

At St. Augustine my remarks were directed mainly toward ways and means of professional advancement for the deaf teachers already active in our profession. Today I want to explain in some detail what we are trying to do at Gallaudet College and at the Kendall School in an effort to turn out deaf teachers who are better prepared and better qualified to teach the deaf than some of those who have been so successful in the past. We hope we are able to instill some of the experiences, knowledge and attitudes which many former graduates learned only from the school of experience.

The adequate preparation of deaf teachers is of great importance to our whole profession. For a quite a few years the number of deaf

teachers in our profession has ranged between 15 and 20 percent of the total number of teachers of the deaf. Just now great emphasis is being placed on the deaf child of preschool age. Many teachers have been added to our profession to take care of this group of children and the percentage of deaf teachers has dropped to close to 15%. However, the actual number of deaf teachers has also increased in the past 20 years. Their influence as good teachers, friends, counsellors and preceptors for the deaf children in the schools which employ deaf teachers is just as great as ever.

If we at Gallaudet College and at the Kendall School can help the new deaf teachers enter the field with the best possible preparation and training we will be performing a very important service to our whole profession and to children in schools for the deaf all over the United States.

A large percent of the graduates of Gallaudet College have always gone into the field of teaching the deaf. However, the current teacher shortage has made the demand for our Seniors even greater. For the past 6-8 years over 80% of our graduates have become teachers. Occasionally Seniors who have had no expectation nor preparation for becoming teachers are offered and accept positions without our recommendation or even our knowledge.

In an effort to give these potential new teachers the opportunity of developing into the best possible teachers we instituted a new program about three years ago. Prior to that time we did not have an enrollment in the Kendall School which would allow adequate practice teaching opportunities for both Normal students and Gallaudet College Seniors who wished to become teachers. The admission of a considerable number of older students to Kendall School remedied this situation and we now have a group with which additional Seniors can work quite satisfactorily. In this paper the term Seniors will refer only to that portion of the group which wishes to become teachers.

Three years ago we realized the need for a person to whom the Seniors doing practice teaching would be responsible, one who would also be able to work with them. We selected a staff member to help with the lesson plans and to discuss the problems which arose during the practice teaching periods. This plan was an improvement and gave the Seniors additional help but the staff member lacked free time to observe and criticize the actual practice teaching of the Seniors in the classroom.

The following year we tried to give the teacher in charge of the Seniors more free time for observation of their practice teaching. This was an improvement but the advisor was not familiar with the pupils and the work of the Kendall School so there was a lack of correlation between the practice teaching and the other class work in Kendall School. This was too detrimental to the Kendall School pupils.

This past year we were able to put into operation the plan toward which we had been working but had not achieved because of the

personnel involved. The Supervising teacher of the Kendall School is now responsible for the work of the Gallaudet Seniors who do practice teaching in the Kendall School just as she is responsible for the work of the students working for Masters degrees in our Normal Department. The Supervising teacher of the Kendall School plans work with the Seniors, observes their practice teaching, correlates their work with the work in other classes and grades them on their success at practice teaching.

Those who take up practice teaching must plan their work, submit lesson plans and progress books just as they will be expected to do as teachers in future years. They have a class in Methods of Teaching with their Supervising teacher. In this class there is ample opportunity to discuss general problems which arise in their practice teaching. There is also time for individual conferences upon specific problems. We have found that under this plan of close supervision the progress of the Kendall School pupils does not suffer at the hands of the practice teacher. We feel this speaks well for the program.

Although the Kendall School is not large and we have our Normal students to consider, we have managed to give each college Senior an opportunity to observe some of the work in the different classes throughout the school. Thus we hope they will be familiar with the various types of classes and the problems common to each school for the deaf.

In the past the Seniors often did special coaching with only one or two pupils. This was not too good as a preparation for meeting classroom situations. Recently we have been able to provide almost every Senior with an opportunity to work with a class comparable in size and ability to the classes he is likely to have in future positions. During the two semesters of practice teaching it is often possible to give an opportunity to teach more than one subject.

This past year through the courtesy of Dr. Bjorlee, superintendent of the Maryland School for the Deaf, we were able to take our entire group of practice teachers on a full days tour of all classes and departments of the Maryland School. The value of this experience for our Seniors cannot be overestimated.

In addition to the trip to the Maryland School the girls planning to teach Home Economics had another valuable trip. Superintendent Jochem of the New Jersey School invited them to accompany our Normal students on their visit to the New Jersey School. There they visited the whole school and had additional time to spend in the Home Economics department and in visiting commercial plants in that area which produce goods of interest to Home Economic majors. We feel that these opportunities to visit schools have added a great deal to our program of preparation for the deaf teacher.

As an additional part of their training we have called upon the Seniors for a considerable amount of what might be called extracurricular duties. The same kind of duties that will be required of them as teachers. They have assisted with various school functions.

They have organized parties, managed the games, taken care of prizes and refreshments. They have assisted on the playground, given chapel talks and occasionally have kept study hall at night.

As a result of the suggestions and comments which have come to us in the past, we are trying to do a great deal more toward developing proper professional spirit and attitude in addition to giving good teaching techniques. We have had guest speakers both deaf and hearing in addition to our own staff members.

We welcome all suggestions and criticisms from our graduates and from those who have employed our graduates in the past. We try to use all of these as a basis for improving our program.

As a result of some of these suggestions we are trying to impress our young people with the thought that when they go out as teachers they will be Freshmen in the profession. As such they will be expected to assume many extra duties which older teachers rightfully expect to pass on to the newer ones. They must accept these cheerfully.

We have also emphasized the importance of fitting smoothly into the organization when one teaches. We don't want our young people to be square pegs in round holes or vice versa.

In the closing exercises last month at Gallaudet College, the Commencement speaker emphasized the point that many former graduates of Gallaudet College have made their greatest contributions in the religious, moral and social influence they have exerted on young people. We have been trying to prepare our present graduates to uphold this tradition.

The recent changes and improvements in the college program are probably better known to you than the innovations I have mentioned above in connection with the part of the program carried on in the Kendall School.

Gallaudet College adopted the two semester plan at the beginning of the 1948-49 school year. With the adoption of this plan the organization of the college curriculum underwent a considerable change.

The college curriculum has now been divided into areas of concentration. These areas include Education, Home Economics, Mathematics and Science, Language and Literature, Social Studies and Special Divisions which include among other subjects, speech, lip-reading and graphic arts.

From the major areas offered each student must choose his field of concentration at the close of his Sophomore year—or upon completion of the basic academic requirements running through that year. It is at the end of the Sophomore year that those who wish to become teachers will first be screened. Those, who in the opinion of the area committee on Education are not qualified to become teachers for academic reasons, personality difficulties or for other reasons will be advised to select another area of concentration. The Committee on Education feels very strongly about this and is determined to admit to the area in Education only those students who show considerable promise of becoming good teachers.

For those students who select and are admitted to the area in Education a very comprehensive and practical curriculum has been provided. By offering certain subjects in alternate years it has been possible to provide a program which more than meets the minimum requirements for most states for certification of those with bachelors degrees. Moreover the area has been so designed that those who wish to go on and do graduate work in Education will have a sufficient background and enough credits in the basic courses to gain admittance at the graduate level in the school of their choice.

To digress just a moment—at the 1947 Convention in Florida I suggested that Gallaudet graduates seeking higher degrees might receive some kind of assistance from the college if they cared to take summer work in Washington at local universities. Since this suggestion was made two of our recent graduates have attended universities in the Washington area, one, the University of Maryland, the other, Catholic University. Each received full credit for work done at Gallaudet and each has successfully completed the work undertaken to date.

I mention this to show that the opportunity to do graduate work is available in the Washington area. One of the young men to whom I referred lived on the campus the other did not. President Elstad has said that any deaf teachers who wish to take up graduate work in Washington may make arrangements to live at Gallaudet. If in any particular summer a large enough group is interested it will be possible to have one of the college professors available to help with registration, conferences with deans and professors or to help in any other way in which he is needed.

To come back to the college program. The required courses in the area in Education are: General Psychology, History of Education, Principles of Teaching, Psychology of Adolescence, Problems in the Education of the Deaf, Tests and Measurements, Visual Aids, General Methods and Practice Teaching.

The elective courses are: Methods of Teaching—Home Economics, Science, Mathematics, Printing, Geography, English, Coaching, Organization and Management of Extra-curricular activities, Physical Education Theory, Physical Education Management and Dramatics.

Correlative requirements in other areas include at least 18 semester hours in English and Literature—one course must be in Advanced English Composition—and 6 semester hours in Contemporary Affairs, Economics or Sociology.

One difficulty we have encountered is that general understanding and knowledge of our revised program is not yet wide-spread.

There are still some people who assume that all students at Gallaudet aspire to become teachers of the deaf or that the simple fact of deafness automatically qualifies one to become a teacher of the deaf. Recently a few Seniors who had never intended nor prepared to become teachers were offered and accepted teaching positions. The Seniors were approached directly by the schools involved and no

suggestions nor recommendations were sought from the college. Neither the college nor the new area in Education should be criticized for the teaching of these who obtained positions without the knowledge or recommendation of the college.

By the time a student has covered the program I have outlined above and has the recommendation of the professors in his area as well as the recommendation of those in the Kendall School where his actual practice teaching is done, he is a rather well prepared deaf teacher of the deaf.

We believe that our program has progressed to the point that it is equal to the undergraduate program given in teacher training centers for hearing teachers. This should be recognized by the Conference of Executives in the matter of certification. Certification should be on a comparable basis and the way should be opened for the well prepared deaf teacher to receive a Class A teachers certificate after teaching successfully for several years or after receiving a graduate degree in Education. In short for equal preparation and teaching ability, the deaf teacher should receive equal recognition in certification.

GALLAUDET COLLEGE ALUMNI DOING GRADUATE WORK

Thomas K. Kline

Assistant Superintendent

Illinois School for the Deaf, Jacksonville, Illinois

A number of the graduates of Gallaudet College have taken or are taking graduate work in various colleges and universities. Frequently a number of questions arise regarding this work. How many of the alumni do graduate work? What progress do they make? How were their undergraduate credits evaluated? By what means did they do their classroom work?

An effort was made to partially answer these questions by sending questionnaires in 1941 to the members of the 8 classes from 1933 to 1941, and in 1946 to the members of the 5 classes from 1942 to 1946. Questionnaires were sent to a total of 256 graduates, and, of this number, 162 replied. Ninety-four persons did not reply, and, after investigation, it seemed reasonable to assume that they were not taking or had not taken advanced work.

Of the 90 persons replying to the first questionnaires (1933-1941), 33 or 34% have been engaged or are engaged in further study. Of the 72 persons replying to the second questionnaires (1942-1946), 13 or 18% have been engaged in further study. Of the 162 persons replying to both sets of questionnaires, 46 or 30% have taken or are taking more work in colleges and universities throughout the Country.

Of the 256 graduates from 1933 to 1946 who had received questionnaires, 46 or 18% have done or are doing further study. In group I (1933-1942), 33 or 21% of the 156 persons receiving questionnaires have done or are doing further work while in group II (1942-1946), 13

or 13% of the 100 persons receiving questionnaires have done further work.

Of the 33 in the first group doing further work, 19 or 12% of the total number receiving questionnaires in the period are studying or have studied for the Master's degree while 9 or 9% of the total number of graduates receiving questionnaires of the second group are studying for the Master's degree. In the two groups 7 are working for or had received Bachelor's degrees. In the first group, 6 or 4% of the persons receiving questionnaires are working for or have received the Bachelor's degree while 1 or 1% of the persons receiving questionnaires in the last group have received the Bachelor's degree.

Of the 174 persons who have been graduated from college from 1933 to 1942, 33 or 19% have done or are doing further work. Of the 100 persons who have been graduated from college from 1942 to 1946, 13 or 13% have done or are doing further work. Of the 274 persons who have been graduated from 1933 to 1946, 46 or 16% have or are doing further work.

Thirty-nine different colleges and universities were attended by the graduates of Gallaudet College.

Of the 33 persons asking to have their work at Gallaudet College evaluated, 23 of 70% were allowed full credit. Ten or 30% were allowed only partial credit.

Seventeen colleges and universities were not asked to evaluate work done at Gallaudet College.

Of the 46 persons doing further work, 22 or 48% specialized in the field of Education. Fifteen or 33% specialized in the field of Science; 8 in Chemistry, 3 in Mathematics and Statistics, 3 in Bacteriology, and 1 in Physico-Optometry.

In every case except three, students were required to attend all lectures.

No college or university required an entrance examination or special examination on work completed at Gallaudet College.

No special provisions were made in any case except one. The student was not required to take music and voice.

SUMMARY

Briefly summarized the most important conclusions which have been reached in this investigation are as follows:

1. Of the 162 persons replying to the two sets of questionnaires, 46 or 18% have done further study. Twenty-six reported as working for or having completed work for the Master's degree. Three persons replying to the 1941 questionnaire said they had received degrees, while 1 in the 1946 group had received a degree.

2. Of the 174 persons who had been graduated from Gallaudet College from 1933 to 1941, 33 or 19% have done or are doing further work.

3. Of the 100 persons who have been graduated from Gallaudet College from 1942 to 1946, 13 or 13% have done or are doing further

work.

4. Of the 274 persons who have been graduated from Gallaudet College from 1933 to 1946, 46 or 17% have done or are doing further work.

5. Thirty-nine different colleges and universities located in all sections of the United States were or are being attended by Gallaudet College graduates.

6. Of the 39 different colleges and universities attended, 19 or 49% allowed full credit for work completed at Gallaudet; 9 or 23% allowed partial credit (one-half or more).

7. Of the 33 persons asking to have their work at Gallaudet College evaluated, 23 or 70% were allowed full credit. Ten or 30% were allowed only partial credit (one-half or more).

8. Of the 46 persons doing further work, 22 or 48% specialized in the field of education. Chemistry, mathematics and statistics, and bacteriology were the other fields most frequently mentioned.

9. The majority of graduates doing further study used either one or a combination of the following methods for carrying on classroom work in colleges and universities for the hearing: Copying notes of hearing students (37); Copying the instructor's notes (14); Reading reference books (11); Speech reading (13); Through an interpreter (7).

10. The professions and occupations most frequently mentioned were: Teachers (72); Printers and Linotype Operators (20); Housewives (18); Chemists (10).

	1933-1941	1941-1946	Total
Engaged in further study -----	33	13	46
Studying for A. B., B. S., or			
B. A. degrees -----	5	0	5
Studying for M. A. or M. S. degrees -----	17	9	26
Received M. A. or M. S. degrees -----	2	0	2
Engaged in graduate work but not			
registered for a degree -----	8	3	11
Number of colleges and universities			
attended -----	27	12	39
Receiving B. A. or B. S. degrees -----	1	1	2

COLLEGES AND UNIVERSITIES ATTENDED BY GALLAUDET COLLEGE GRADUATES

Name of College or University	Address
Akron, University of	Akron, Ohio
Alabama, University of	University, Alabama
American University	Washington, D. C.
Arizona, University of	Tucson, Arizona
Buffalo, University of	Buffalo 3, New York
Butler University	Indianapolis, Indiana
California, University of	Berkeley 4, California
Catholic University of	
America	Washington 17, D. C.
Centre College of Kentucky	Danville, Kentucky
City College of the City	
of New York	New York 31, New York

Columbia University	New York 21, New York
Cornell University	Ithaca, New York
Divinity School of the Protestant Episcopal Church	Philadelphia, Pennsylvania
Duke University	Durham, North Carolina
George Washington University	Washington 6, D. C.
Indiana University	Indianapolis, Indiana
Ithaca College	Ithaca, New York
Johns Hopkins University	Baltimore 18, Maryland
Kentucky, University of	Lexington 29, Kentucky
Louisiana State University	Baton Rouge 3, Louisiana
Marquette University	Milwaukee 3, Wisconsin
Maryland, University of	College Park, Maryland
Michigan State Normal College	Ypsilanti, Michigan
Michigan, University of	Ann Arbor, Michigan
Millsaps College	Jackson, Mississippi
Minnesota, University of	Minneapolis, Minnesota
Missouri, University of	Columbia, Missouri
New Mexico, University of	Albuquerque, New Mexico
New York University	New York 10, New York
Ohio State University	Columbus 10, Ohio
Oregon State University	Corvallis, Oregon
Rutgers University	New Brunswick, New Jersey
San Jose Teachers College	San Jose, California
Stout Institute	Menomonie, Wisconsin
Tennessee, University of	Knoxville, Tennessee
Texas, University of	Austin 12, Texas
Washington, University of	Seattle 5, Washington
Washington University	St. Louis 5, Missouri
Wayne University	Detroit 1, Michigan

**COLLEGES AND UNIVERSITIES ALLOWING FULL CREDIT
FOR WORK DONE AT GALLAUDET COLLEGE**

Name of College or University	Full, Part-time or Extension	Degree Sought	Field of Graduate Study
Alabama, University of American University	Summer Session Part-time student	M.S. M.A.	Public Health Mathematics Statistics
American University	Part-time student	M.A.	Statistics
Buffalo, University of	Full-time student	M.A.	Education
Catholic University	Summer Sessions	M.L.Sc.	Library Science
Divinity School	Full-time student	S.T.B.	Theology
Duke University	Full-time student	M.A.	Chemistry
George Washington Univ.	Part-time student	M.A.	Education
Indiana University	Extension Work	M.A.	Education
Indiana University	Summer Session	M.A.	Education
Johns Hopkins University	Extension Work	M.A.	Education
Louisiana State Univ.	Full-time student	M.S.	Bacteriology
Marquette University	Summer Sessions	M.Ed.	Education
Michigan, University of	Part-time student	M.A.	Physical Education
Michigan State Normal College	Extension Work	M.A.	Vocational Education
Millsaps College	Extension Work	M.A.	Education
New York University	Part-time student	M.A.	English, American Lit.
Rutgers University	Full-time student	M.A.	Biological Science

Tennessee, University of	Full-time and Part-time student	M.S.	Agriculture
Washington University	Full-time student	M.S.	Chemistry
Wayne University	Extension and Summer Session	M.A.	Education

**COLLEGES AND UNIVERSITIES ALLOWING PARTIAL CREDIT
FOR WORK DONE AT GALLAUDET COLLEGE**

Name of College or University	Full, Part-Time, or Extension	Degree Sought	Field of Study	Credit Allowed
Arizona, University of	Full-time student	M.S.	Chemistry Mathematics	Two-thirds credit
Butler University	Extension work	No degree sought	Education	Two-thirds credit
Butler University	Full-time student	No degree sought	Education	Two-thirds credit
California, Univ. of	Full-time student	B.S.	Chemistry Science	43 units of Chemistry
California, Univ. of	Extension and part-time student	B.A.	Education	96 credits
Maryland, Univ. of	Full-time student	B.S.	Organic Chemistry	169 term hours
Missouri University	Session Summer	B.A.	Education	96 semester hours
Minnesota, Univ. of	Summer Session	M.A.	Education	6 credits short
New Mexico, Univ. of	Summer Session	M.A.	Education	149 term hours
Tennessee, Univ. of	Extension work	No degree sought	Chemistry	42 term hours of Chemistry
Texas, University of	Full-time student	M.A.	Organic Chemistry	190 term hours

FIELDS OF SPECIALIZATION

Field of Study	Number of Persons	Field of Study	Number of Persons
Education	22	Theology	1
Chemistry	8	Physico-Optometry	1
Mathematics and Statistics	3	English and American Literature	1
Bacteriology	3	Public Health	1
Library Science	1	Agriculture	1
Research and Publicity	1	Vocational Guidance	1
Economics	1	Industrial Arts	1

PROFESSIONS AND OCCUPATIONS AND NUMBER OF PERSONS ENGAGED IN EACH

Profession or Occupation	1933-1941	1942-1946	Total
Teachers	31	41	72
Housewives	11	7	18
Printers and Linotype Operators	12	8	20
Chemists	4	6	10
Clerks	5	0	5
Supervisors (in schools for the deaf)	5	0	5

METHODS OF DOING CLASSROOM WORK

	1933-1941	1942-1946	Total
a. Through Speech reading -----	8	5	13
b. Through an interpreter -----	6	1	7
c. By copying neighbor's notes -----	26	11	37
d. By copying instructor's notes -----	12	2	14
e. Through outside work entirely -----	2	3	5
f. Through reference books -----	11	0	11
g. Through hearing aid -----	1	2	3
h. Through private interviews -----	0	0	0
i. Partial instruction with instructor -----	2	1	3
j. By wife taking notes -----	1	0	1

SPECIAL EDUCATION AND THE DEAF TEACHER

Helen L. Stewart

Michigan School for the Deaf, Flint, Michigan

Some people are under the impression that Michigan has a training center for deaf teachers of the deaf, but such is not the case. It is quite true that deaf teachers from the Michigan School for the Deaf as well as a few other state schools, have been enrolling in Michigan colleges and universities. And what is more, they have been demonstrating that they can meet requirements in the field of special education at these accredited colleges for the hearing.

So far as we know, the only unusual thing about all this is that they are not isolated cases. Eight or ten deaf students enrolled at one institution of higher learning, all at the same time, attract special attention so that other states want to know what's going on in Michigan.

A couple of decades ago, degrees at the Michigan School for the Deaf were held only by deaf teachers—Gallaudet degrees. Some of our deaf teachers started working for degrees or life certificates in various Michigan colleges of education as far back as 1921. Many of the deaf teachers now on the staff were earning special education credits in colleges for the hearing years before our present standards were set up. Within the period elapsed since then, there is no record of any Michigan college having refused to accept credits from Gallaudet College. However, it is only within recent years that the Gallaudet degree has been accepted. This is a new policy of considerable importance to the deaf teachers of our state.

By the time that the Michigan School came under the State Civil Service in 1938, many of the hearing teachers on our faculty held degrees and certificates from Michigan colleges. But the policy of the Civil Service system was "equal pay for equal work" and the teachers were classified without regard to their professional preparation for the positions they held.

However, requirements for teacher certification in Michigan have been raised step by step. The State Board of Education set up certain specific requirements for all teachers of the deaf. Deaf teachers had to meet these requirements as well as hearing teachers. Consequently, it became necessary for all of us to take courses that were offered only

in colleges for the hearing. This brought up the question of evaluating the Gallaudet degree.

The present program established for deaf teachers was agreed upon at a sub-committee meeting of the State Board of Education held in Detroit, November 3, 1943. Present at this meeting were representatives of certain Michigan teacher training colleges, the State Board of Education, the Department of Public Instruction, and the Michigan School for the Deaf.

I shall try to give a brief summary of the decisions reached at this meeting and later approved at a regular meeting of the full board.

- (1) Full credit for all courses taken at Gallaudet in which a satisfactory level of achievement is attained.
- (2) Recognition of the Gallaudet degree, a decision based on Thomas Kline's report of the acceptance of Gallaudet alumni for graduate work at Johns Hopkins, Rutgers, George Washington, and other eastern universities.
- (3) Stipulation that deficiencies for a certificate must be removed at an accredited college or university of the teacher's own choice.
- (4) Provision for a deaf teacher to take practice teaching with deaf children on the campus of the Michigan School for the Deaf under the direct supervision of the college concerned.

In general, a deaf teacher is expected to meet the same requirements as a hearing teacher, except that he may request substitutions for certain subjects required in oral work, such as speech reading, audiometric testing, and the like. However, if a deaf teacher feels himself already proficient in such a course as speech reading, he may earn credit in it by successfully passing an examination in the subject. This has been done in a number of instances.

Special-subject teachers in mathematics, science, shop, physical education, art, homemaking, and such, are required to have a major in the special subject and 15 semester hours in special education, plus 4 hours of directed teaching of the deaf.

The Graduate School of the University of Michigan accepts the Gallaudet people on a trial basis. However, this procedure is considered a formality, because no penalty has ever been placed upon them for having graduated from Gallaudet rather than from an accredited college.

The committee that set up the special-education program for all teachers of the deaf in Michigan agreed that 24 semester hours in special education, plus 4 semester hours of practice teaching be required. The State Civil Service Commission has accepted these requirements. In 1947 they revised their classification of teachers and the salary schedule accordingly, in which the principle of additional pay for additional training was recognized. As a result, three differentials of \$200 each are now granted for training beyond the bachelor's degree.

To be fully qualified, a teacher, deaf or hearing, must have a bachelor's degree and a Michigan provisional or permanent certificate, with approval in special education. If one's college work is properly plan-

ned, he may earn full approval in special education as a part of his bachelor's degree.

The Michigan State Normal College uses the Michigan School for the Deaf as an extension center for teacher training of students recruited from Flint Junior College. Five such students, the first enrolled in this program, just completed their junior year of college, doing more than two-thirds of it on our campus. The balance was done in other extension classes conducted in Flint by the normal college. Their senior year will be spent on the college campus at Ypsilanti, where they will graduate in 1950 with a certificate good for teaching either in schools for the deaf or in schools for hearing children.

The Michigan School has a total of 50 instructors, including the superintendent, principal, and supervisors of instruction. Eleven of the teachers are deaf, of whom only four are native Michiganders who returned to their alma mater after having graduated from Gallaudet College.

One of our deaf teachers, a former Clarke School pupil, is working toward her degree and full certification.

Another is a graduate of the University of North Dakota. He has made up all of his deficiencies in special education, and has taken his master's degree from the University of Michigan.

A third has a bachelor of science degree and a provisional certificate from Western Michigan College.

The eight remaining deaf teachers are all graduates of Gallaudet College. One of these has already taken his master's degree from the University of Michigan, with sufficient additional work to put him in the top salary bracket. Another one validated his Gallaudet degree with a bachelor of science degree from Michigan State Normal College before the present program was set up. One of the Gallaudet graduates teaching homemaking is currently doing graduate work at the University of Michigan.

Two Gallaudet graduates in our vocational section have attained full approval in special education. One in physical education and one in homemaking will soon have removed all their special education deficiencies. When this is done they will receive their Michigan provisional certificates.

This paper would not be complete without going into some of the difficulties encountered by deaf people while attending colleges for the hearing. Perhaps the greatest problem lies in finding someone able and willing to help with notes on lectures. Much depends on the personality of the deaf student. An extrovert, a hail-fellow-well-met, won't even admit there is a problem. He makes friends easily and could get along in any situation.

An aggressive person will try one thing, and if it's not to his liking, he'll try another, but he'll get what he's going after, no matter how.

A person who is diffident and shy, hesitating to ask for help because she doesn't like to impose on other students, is the one who really needs consideration.

The deaf student must, not only the course he is taking, but also

study his instructor. His experience in establishing rapport with the various personality types among pupils in his own classroom, should help him in forming pleasant relations with his college instructors. This is a two-way adjustment, and the instructors, themselves, should be aware of the need. Under certain circumstances the instructor should take the initiative in seeing that the deaf student has adequate help with lecture notes and that assignments are always made clear.

Some instructors do even more. For example, one at Ypsilanti says that summer school finds one or more deaf students in her classes she asks the entire group to face the problem fairly and squarely. This serves to break the ice, helps to create an attitude of good fellowship, and thereby puts the deaf student at ease. Furthermore, it helps to bring forth volunteers glad to share lecture notes. It also makes way for including the deaf student in class discussions. All of this gives the deaf person the opportunity to acquire the respect and friendship of the rest of the group.

However, instructors less sensitive to the needs of the deaf student are usually glad to do the right thing if they are enlightened as to what it is. For example, Miss X, a deaf homemaking teacher, was enrolled in a college course in household mechanics, so that she, in turn, could teach future housewives how to put new washers on faucets, replace blown-out fuses, or tinker with electric irons and other appliances. During her first session in class, Miss X couldn't make head or tail of what the professor was saying, as he paced back and forth, sometimes facing her, sometimes not. Lip-reading was not Miss X's strong point, so she dropped her eyes to her new textbook and soon became absorbed in the subject.

The professor was quick to take her to task, demanding her attention to his lecture. If Miss X had been the shy, submissive type, she would have had a difficult time. But no! She up and told him the truth. Keeping her eyes on his face would give her absolutely nothing of his lecture. She went on to discuss a problem in the chapter, and showed so clearly and effectively that she understood the work in hand that the professor yielded to her request to use class time to get from the textbook what she failed to get from reading his lips. This aroused his interest, with the result thereafter that he went out of his way to help her, writing notes to explain certain procedures while other students were working on problems assigned them.

As I have said, adjustment for deaf students in a hearing college is a two-way proposition. From the instructor's point of view, perhaps he too feels at a loss to know how to cope with the problem of having one or more deaf students in a class of 20 to 30 students with normal hearing. Deafness doesn't show—so it is up to the student with a hearing loss to let his instructors know of it, and perhaps, to ask for additional reading references.

Some of us have to learn the hard way. For example, Miss Y, who was enrolled in Arts and Crafts, paid her two dollar fee for materials with which to work. No one had informed her that she was to choose

her project, and help herself to the material she would need for it. On checking up, the instructor simultaneously discovered that Miss Y was deaf and that she had no material at all, because, by the time she had learned what was going on, there was nothing left on the supply table.

It has been my experience that most college instructors are glad to do all of the usual things, such as place the deaf student in a front seat, face him as much as possible while lecturing, use the blackboard, and occasionally ask him if he's getting along all right—thereby giving the student an opportunity to indicate when he needs help. In fact some instructors are even willing to call a deaf student's problems to the attention of other members of the faculty, and thereby help develop an enlightened policy throughout the staff. Consequently, it is seldom that we encounter a professor who lacks consideration and flexibility. With a reasonable amount of effort on our part we can get the cooperation that makes satisfactory progress possible.

The modern trend in training teachers of the deaf, finds Michigan deaf teachers keeping in step with the times, enjoying the benefits of college training on par with that offered to hearing persons, and getting full credit for courses and degrees earned at Gallaudet. One of the nicest things about all this is that deaf teachers have the privilege of substituting pertinent courses for work in the oral field that would be of no practical use to a manual teacher. Besides taking a lot of courage and initiative on the part of the deaf teachers, all this has come about through a high degree of insight and understanding on the part of those who have made it possible. On the whole Michigan's program is one that attempts to maintain high, practical, and fair standards for deaf teachers of the deaf, and I believe it is succeeding in these objectives. I am glad to have had this opportunity to "count our blessings" for we are all prone to take the good things of life too much for granted.

THE MANUAL DEPARTMENT OF THE ILLINOIS SCHOOL

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Since most of you are only partially familiar with the organization of the Illinois School, the so-called "Illinois Plan," a few preliminary remarks about this plan seem desirable.

Briefly the Illinois School operates, academically, on a departmental basis. Administratively, there are four "units." Each of these units, for purposes of instruction and housing, is practically self-contained. Each has its own pupil enrollment; its own supervising teacher and staff of teachers; its own staff of houseparents; and each provides a course of study based on a general outline for the school.

With regard to methods of instruction, however, these four administrative units constitute, not four, but three, departments. This should be readily understood when we say that Unit I and IV are the Oral Department. Primary oral children are taught in Unit I. Pupils in the Oral Department above 2nd grade go to Unit IV. In these two

units oral pupils receive instruction from 1st Preparatory to the 9th Grade.

The Acoustic Department, housed in Unit II, gives instruction from the primary level to grade 9.

Acoustic instruction, however, is not confined to the Acoustic Department. It is also attempted in the oral units.

The third department of the school, and perhaps the most unique, is the Manual Department housed in Unit III. Instruction in this department is also from the 1st Preparatory to the 9th Grade.

The following figures on enrollment in the departments will help you visualize the three departments in actual operation. As of the close of the last school year these were:

Oral	Acoustic	Manual
Unit I 98	Unit II 164	Unit III 82
Unit IV 61		

By now you have probably inferred the two primary reasons for the departmentalization of the school. It is first of all an administrative device for breaking down a large institution into smaller and more efficiently handled groups. At the same time it is an arrangement whereby the three basic types of instruction in education of the deaf are provided under separate housing conditions.

The departmentalization of the school had its inception during the years 1935-1940. The enrollment of the school at this time was at a record high. This record enrollment was not, of course, expected to continue over any large number of years. None the less it was realized that the Illinois School, centrally located within the state, and the only residential school for the deaf in Illinois, would in all likelihood continue to be one of the largest in the country.

The Manual Department was organized in the fall of 1940. It has therefore been in operation just one year short of a full decade.

The initial enrollment was approximately 150 pupils. All deaf teachers of the school were assigned to the department, as were five hearing teachers. An interesting fact is that while the enrollment in the department has dropped to about half, the proportion of pupils in the department to the total school enrollment has remained the same: 1:4.

When the department was organized older students greatly predominated. Gradually over the years this proportion has been reversed. During the year just closed there were 32 pupils in 4 primary classes; 18 pupils in 3 intermediate classes; and 8 pupils in the advanced classes. There were also two special classes, one for young and one for older pupils.

During the nine years another significant change in the department has occurred. The proportion of deaf teachers to hearing teachers in the department has become 8 to 2. Of these hearing teachers, one was assigned to the older "special" group. This group had a short academic day, the emphasis being on vocational instruction.

The department has therefore been gradually transformed from a

department in which mainly older pupils were instructed, to a more uniform department in which deaf teachers have increasingly taken over the problem.

And what is this problem? In other words, "Why a manual department?"

First of all we may say that a philosophy of education for the deaf child, in common with a general philosophy of education, must take cognizance of the primary fact of individual differences. We all know that some deaf children, in spite of our best efforts, never acquire speech and lip-reading. Generally speaking, these children are of two types. The more commonly recognized type is the mentally retarded deaf child. The other is the deaf child of average or above average intelligence who for some reason or other fails to respond to oral or acoustic methods. What the psychological factors are that create this condition we are not yet able to say. It cannot be intelligence as we commonly understand the term: we have already conceded the child average or above average. One noteworthy thing about children of this type is that they are usually happy and well-adjusted individuals. My own guess—and it is only a guess—is that, if intelligence, as now measured, cannot account for speech-success or speech-failure, it is because these tests were standardized on hearing children. Naturally tests so standardized do not take into consideration such a specialized skill as abnormally acquired speech and lip-reading.

This type of child is found in all schools for the deaf. In spite of everything he may yet progress more or less satisfactorily academically. When he does not, this pupil definitely requires the manual method of instruction.

But let us turn from theoretical consideration to a more practical approach. From the school psychologist we secure the following intelligence classification of pupils in our department. The classification is based on the best evaluation of all tests given:

Superior	0
High average ..	11
Average	37
Dull	22
Borderline	7
High grade mental defective	4

At this point we may ask, and the question is the most crucial of all: What is the educational significance of this change for the pupils?

Well, first of all, they no longer have to carry the added difficulty of learning speech and lip-reading; and what is more important, *through* speech and lip-reading. They now have a new chance under radically different conditions. They are being taught by deaf teachers with an instinctive—I can think of no better word—insight into their problems. But is not the road to so-called normality thereby closed to these children? To this we say frankly, "For these children there is only one road to normality: the road of language development, meaning lan-

guage read and written." For this reason the strongest possible emphasis is placed on such development. Language is taught through writing, through reading, through finger-spelling, and, yes, through the judicious use of sign language in that form aptly called "manual English." Over and over again we have noted definite progress in language development where previously had been little or no progress.

This has been especially true of the children in our primary classes. When the department was organized we were seriously handicapped by a lack of trained personnel for this type of work. This condition has been largely remedied.

Another factor has been the increased emphasis on finger-spelling. We have found that this does not come "naturally." Practice periods in reading finger-spelling are provided.

In reading, in the primary and lower intermediate grades, we have adopted the principle of "total reading." In its simplest terms this is individual reading with the teacher observing the pupil's response to each word and sentence, through the medium of finger-spelling and signs. By asking questions, as they go along, the teacher can further satisfy herself, that the pupil is following the thought. Deaf children, as you know only too well, easily develop habits of "distorted reading." This procedure also develops contextual reading and is especially valuable in developing a sense of the fluid meaning of pronouns. Our experience has been that pronouns are much more effectively learned this way than through chart work.

But perhaps the best way of indicating the progress of pupils in the department is to give the following table from the last achievement tests, as prepared by the psychologist.

Before we proceed to this table, however, a few explanations must be given. The Illinois School classification is based on a thirteen year course. This includes 3 preparatory years, grades 1 and 2, and instead of grades 3, 4 and 5, grades D, C, B and A, followed by the usual 6, 7, 8 and 9 grades. We all know that a large number of intermediate pupils find the adjustment to increased content material difficult. Hence an extra year is provided on this level. In the table therefore Grade D corresponds to about grade 2½ and Grade C, to about grade 3.

Another point. In the 8th Grade, only three of the five pupils in the class were in our primary classes. One pupil was transferred from the Oral Department at the beginning of the second semester in 1948. Another pupil, transferred from a Chicago school, began with us in the 5th Grade, partly for reasons of physical maturity. These pupils affect the scores sufficiently adversely to require comment.

One more explanation. We all know that the Stanford Advanced Reading test fails to measure the slow progress of the deaf in reading. In the spring of 1948 it was decided to supersede these tests by using the Intermediate tests instead, a procedure repeated this spring, for purposes of better evaluation.

The table:

2nd Grade Manual		
Paragraph Reading Range	Grade 2.1 to 2.6	Primary Test
Reading Average Range	Grade 2.3 to 3.0	Primary Test
Arithmetic Computation Range	Grade 1.9 to 2.9	Primary Test
Arithmetic Average Range	Grade 2.2 to 2.9	Primary Test
D Manual		
Paragraph Reading Range	Grade 2.0 to 2.7	Primary Test
Reading Average Range	Grade 2.2 to 2.8	Primary Test
Arithmetic Computation Range	Grade 3.3 to 4.0	Primary Test
Arithmetic Average Range	Grade 2.9 to 3.8	Primary Test
C-2 Manual		
Paragraph Reading Range	Grade 2.0 to 2.4	Primary Test
Reading Average Range	Grade 2.3 to 2.8	Primary Test
Arithmetic Computation Range	Grade 3.5 to 4.7	Intermediate Test
Arithmetic Average Range	Grade 3.6 to 4.3	Intermediate Test
C-1 Manual		
Paragraph Reading Range	Grade 2.4 to 5.8	Primary Test
Reading Average Range	Grade 2.7 to 5.1	Primary Test
Arithmetic Computation Range	Grade 3.7 to 5.6	Intermediate Test
Arithmetic Average Range	Grade 3.9 to 5.5	Intermediate Test
8th Grade Manual		
Paragraph Reading Range	Grade 3.1 to 5.4	Intermediate Test
Reading Average Range	Grade 3.2 to 5.0	Intermediate Test
Arithmetic Computation Range	Grade 6.6 to 9.5	Advanced Test
Arithmetic Average Range	Grade 6.6 to 9.8	Advanced Test

From the above it can be seen that our pupils, transferred because they were making unsatisfactory progress, compare favorably with most classes of the same levels in schools for the deaf.

Throughout this discussion I am sure one question has been uppermost in your minds. How are pupils transferred? What is the basis of such recommendation? And when are they transferred?

No one procedure is followed. All young beginning children are enrolled in the Primary Oral unit or the Acoustic Department. These children remain in these departments until it is observed that they are not making satisfactory progress. Conferences are then held among the teacher, supervising teacher and psychologist. The whole child is taken into consideration. If it finally appears desirable, formal recommendation is made for transfer with reasons for the recommendation, by the teacher and the supervising teacher. Occasionally pupils who have been in Primary Oral somewhat longer are also transferred. A few transfers have been made from the Acoustic Department, the last two, incidentally, with very satisfactory results. Transfers are sometimes made from the Oral Department in Unit IV. Finally, older pupils transferring from other schools may, upon recommendation of the psychologist and Assistant Superintendent, be placed immediately in the Manual Department.

I think I have by now said enough to indicate fairly clearly how the department is organized and what it is trying to do. In the remaining time I shall be happy to answer any questions you may have.

VISUAL AIDS—THEIR APPLICATION IN SCHOOLS FOR THE DEAF

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When one is asked to give a paper at a National Convention, it is generally understood that he is somewhat of an authority on the assigned topic. Usually the subject is profound and sometimes startling. It is filled with innovations and resounds with words of grave import. And when he has finished his treatise, the listeners sigh and leave the auditorium gorged with food for thought and electrically charged with new inspiration.

I say that is generally the case. But should any such reaction occur after this session, I assure you it is purely coincidental for I cannot claim to be an authority on the subject—visual aids—nor am I in the habit of tossing around innovations, profound or otherwise.

First of all, I wish to make clear my conception of Visual Aids. Visual Aids includes any and all teaching aid devices used to facilitate teaching. Visual aids may be charts, pictures, gadgets, models, objects, films or even be action work performed by the pupils or teachers themselves, such as dramatization and field trips. I believe the term *Visual Aids* is often thought of as merely a moving picture projector and some films. And because of this conception, many teachers look at Visual Aids as something to be feared and avoided because, as they say, "Oh, my, I can't handle Visual Aids. I'm not mechanically inclined." The result of this misconception has certainly been a deterrent in the general acceptance and use of visual aids in many schools; and so I feel it is urgent that we understand the term *visual aids* and realize it is not some technocratic monster that will charge us if we get too near it; but rather it is just a "dressed-up" term for teaching aids

that have been the original core of our approach to the deaf since the education of the deaf began.

I repeat, visual aids are nothing new in schools for the deaf. Through basic necessity, schools for the deaf were the pioneers and inventors of visual teaching aids. Whereas the public school teacher gives verbal "spell-downs," the teacher of the deaf uses flash cards; whereas the public school teacher can describe events and scenes through verbal pictures, the teacher of the deaf either has to find a suitable picture, attempt to draw one or, if necessary—and it often is—she must do anything short of standing on her head to act out a principle to be taught. Have you ever happened into a class for the preposition, *over*? Did you see her hurdle *over* a chair or throw her shoe *over* her head? If so, you have an idea what I mean. That is visual aid in its purest, most primitive form. And although no gadgets, projectors and electrical outlets were necessary, the nimble teacher usually got her point over—even if it sometimes killed her.

We all know that the ingenious teacher of the deaf has always used visual aids in one form or other. She makes flash cards, charts, form boards, color charts in teaching speech; she spends many a spare hour cutting out suitable pictures, inventing matching games, building wooden pies for teaching fractions and hundreds of other gadgets which will help her to reach the deaf child's understanding. It is certainly not necessary for me to enumerate the many devices teachers of the deaf have invented and used, but I do want it known that I bow humbly before the ingenuity required of our teachers and I am convinced that the thousands of industries now manufacturing visual aids materials all fall just a trifle short of the handmade products conceived by our own teachers. As to the gymnastics demonstrations described above—well, that cannot be evaluated. No, visual aids in schools for the deaf are indeed not new.

However, lest I be considered complacent and unprogressive, let me add quickly that I feel there is much opportunity and need for our schools to make more use of visual aids than is now being done. There is a need for exploring the vast sources of materials and supplies now being produced to see what we can profitably use—and believe me, there is a lot! To give you an idea: when I was appointed chairman of the Visual Instruction section of this convention, I felt my greatest contribution in this field might be to interest dealers in visual aids to exhibit their wares here so that teachers might see and have demonstrated what is available today. You see the comparatively meager results of my efforts. However, the point is that in promoting this exhibit idea, I was able to contact over fifty dealers in visual aids in the Chicago and local Illinois area alone. This fact so impressed me that I began to explore farther and found that there are nearly six hundreds dealers belonging to the National Association of Visual Aids Dealers in the United States. Nearly SIX HUNDRED! Mind you, most of these dealers sell only projectors, film strips, slides and the like which obviously form only a small part of what we know to be visual aids. There are dozens more of companies such as A. J. Nystrom,

Rand-McNally, etc. who specialize in maps, charts, globes, etc.; and there are thousands of companies who offer free of charge great quantities of visual material. To name a few: The U. S. Department of Agriculture, Greyhound Bus, National Dairy Council, Santa Fe Railroad, Coca Cola, Florida Citrus, Metropolitan Life Ins. Co., Ipana Tooth Paste, Colgate Palmolive, Westinghouse Electric, etc. Practically every big name manufacturer has free visual aids materials. Most of these, although basically advertisement, are surprisingly useful in offering our deaf children vicarious experiences, observations and visual descriptions not easily duplicated. It is really rather startling to realize the vast amount of visual aids material available when one begins to look around.

However, all this vast source of materials, a large supply of equipment, facilities yet available—none of these things in themselves produce a successful visual aids program. And that brings me to a logical introduction to the first point of discussion here today.

What constitutes a good visual aids program in a school for the deaf?

The criteria are basic and quite simple.

First, you must have interested personnel who will organize, develop, and keep your program alive and moving. The Superintendent, Principal, Supervising teachers and teachers—all must be interested and must appreciate the value of visual aids. Beyond this over-all interest, however, there must be two or three persons on the staff who are keenly, almost fanatically interested. They will coordinate your program and will continue to create and build interest in others. I have observed—as perhaps you have—the natural phenomenon called “the interest-surge-and-lag.” Some teacher with lots of zest and personality will come along with an idea. She sells it to the group and it develops into a wonderfully worthwhile program. Money is spent for materials and supplies for the venture and it goes great guns. Then, suddenly the teacher leaves and takes her verve and enthusiasm with her. The program usually collapses for want of continued zestful leadership. So it is with the visual aids program. There must be enthusiastic leadership. Teachers who are “sold” on visual aids and who can transmit this feeling to others.

Secondly, materials must be available and accessible. Availability, depends largely upon the sympathetic understanding of administration. The program must be first “sold” to him who holds the purse strings. As I have pointed out, a good visual aids program does not require a lot of money since much of the material can be made. However, there are a few pieces of equipment, such as projectors, screens, charts, maps, etc. which are fundamental. More important is the accessibility of materials. Materials must be close at hand to teachers. You must avoid having the teacher expend any excess effort in obtaining materials. A school may have the most inclusive supply of materials in the world but if they are stored in some out of the way place, the average teacher will consider their use “too much bother.” You must try to avoid having a teacher become disappointed because she

can not get certain materials when she wants them. I have seen it happen that Miss Jones may want a portfolio of flat pictures on Mexico—but they are being used by Miss Smith. Two weeks later, Miss Jones asks for pictures on Canada—but Miss Miller has them. Usually Miss Jones decides visual aids are not for her. She gives up. In the California School, we try to guarantee the constant availability of materials by having a Reservation Schedule on the teacher's bulletin board. A teacher anticipates the need for certain visual aids material in advance and reserves it for that date. In that way there are no conflicts. To facilitate accessibility, we have forms similar to those used in a reference library. The teacher fills out the form requesting certain visual aids material on a certain date and it is delivered to her. It is amazing how much more the teachers will use these materials when they are delivered.

The third, and I feel, most important criterion of a successful visual aids program is the matter of instructing and educating the teachers in the use—and misuse—of visual aids. The best approach to this naturally, is to get your teachers to take courses in Visual Aids. They must learn the advantages as well as the limitations of visual aids; they must learn to evaluate materials intelligently; they must become acquainted with the technique of operating equipment; they must know the basic procedure in the presentation of visual materials; they must learn, for example, that there is much more to using movies with a class than just getting the class to the projection room, running the film, and then going back to the classroom with the attitude; "The show is over. Now we must get back to work." (I once had a teacher ask me; "How often and on what days should I show my class movies?") This teacher lacked the proper "education" and the proper understanding of visual aids. She apparently thought visual aids consisted of a movie now and then as a bit of mental relaxation. This type of teacher attitude must be avoided at all costs for if there is the slightest feeling on the part of teacher or pupil that the visual aids program is a recreational sort of thing—as opposed to constructive learning—the whole purpose is lost.

To sum up the fundamental requirements of a good visual aids program, they are (1) Interest of personnel; (2) zestful leadership and coordination; (3) availability of materials; (4) accessibility of materials; and (5) understanding of techniques, procedures and objectives.

Perhaps I can best illustrate and jell my thoughts on this topic by describing our visual aids set-up in the California School. We certainly do not claim that our program is utopia nor do I claim personally to be responsible for what we have. However, in the past three or four years we have done a great deal in building up a comprehensive, worthwhile visual aids library. As I describe its development, you will be able to follow the points listed above as criteria for a successful program.

Our awakening to the potentials of present day visual aids occurred about four years ago when some twelve or fourteen of our teachers

took courses in Audio-Visual Aids at the University. A general tidal wave of interest resulted. One or two teachers in each school department volunteered to take on the job of organizing and developing a program for their respective departments. Meetings were held to discuss and outline objectives. Plans to formulate worthwhile visual aids projects were initiated. We contacted all teachers regarding the latter and asked each one to suggest projects which he felt from his own experience would make a valuable contribution to our proposed visual aids library. Most teachers cooperated with enthusiasm. For example, the teacher of higher mathematics contributed suggestions pertaining to the teaching of fractions, types of geometric solids, etc.; the teacher of science offered dozens of ideas which would aid in teaching weather, **revolution** and rotation, air pressure, magnetism, etc.; the teacher of social studies outlined a series of pictures needed in the study of U. S. History;—each teacher came up with valuable suggestions which formed the nucleus with which to begin our work. One of the teachers (she was the leader of whom I spoke earlier) was appointed the overall coordinator and director of the program. And so from this small beginning our visual aids program began to grow. The teachers were enthusiastic, the administration was sympathetic and the “purser” was generous.

It would be impossible for me to list in detail what now comprises our visual aids library since the “Renaissance” took place, but by listing a few, you may get a rough idea of how it is possible, by constant keeping at it, to build up a very respectable library in a short while.

In mechanical equipment, we have a silent 16mm movie projector; a large sound movie projector; two opaque projectors (Delineascope); three SVE slide and film strip projectors and two Bell-Optican Lanterns for 5x7 slides.

We have gradually built up a library of SVE Filmstrips which now totals one hundred sixty strips and seventy five Kodachrome slides. Before purchasing these strips and slides we always preview them and (in most cases) buy only those which fit our particular curriculum. The subjects now included in the filmstrip library are: Science, Physical Geography, Industrial Geography, Social Science, History, Vocational subjects, Reading, Travel, Civics, Patriotic topics, Cities and Countries. Of all our mechanical equipment there is none so much in demand nor so applicable to the deaf as our SVE filmstrips and slides. It far surpasses the use of movies or opaque projection for the deaf.

To me, however, the most valuable contribution made by our teachers has been the compiling of portfolios of flat pictures. At present we have over one hundred fifty portfolios, each containing from a dozen to fifty flat pictures mounted on tag board. These portfolios are cataloged and embrace nearly every subject one could imagine. There are such subjects as: *The Atom Bomb, Nutrition, Trees, World War II, Milk, The United Nations*.

Our teachers have invented other ingenious gadgets also. One teacher of mathematics made a simple little gadget to explain “PI.”

Another made up contraptions to teach electro-magnetism, a model to teach rotation and air pressure. Another constructed outline maps on glass slides which can be projected onto the slate for geography quizzes. The possibilities of these teaching gadgets is almost unlimited. I never know what a teacher may concoct next.

Among other teaching aids equipment, we have such things as liquid and dry measures, commercial scales, etc. And then from A. J. Nystrom we have several very valuable charts. There are Health Charts, Safety Charts, Civics Charts, General Science Charts, History Charts and of course the usual maps and globes.

Material often overlooked in visual aids is the vast amount of free material offered by large companies and Councils. These are free for the asking and we have virtually received tons of this type of material.

That then, in brief, is our visual aids program in the California School. I have naturally omitted all of the teacher-made material used in primary classes since it goes without saying that every good primary teacher will have many charts, pictures, etc. peculiar to her work. Every teacher of the deaf should take every opportunity to use visual aids in one form or other. She must keep always in mind that the things we learn best and remember longest are those things we learn through vital experiences. That is the very best kind of visual aids teaching. Failing the opportunity of vital experiences, (which is often the case in our schools for the deaf) the teacher must contrive to present vicarious experiences through pictures, movies, or dramatization, field trips, etc.

In conclusion, in building our visual aids program, let us begin with and end with these very basic conditions of effective learning:

1. Proper motivation—the why. Let us know why we use visual aids.
2. Clear Goals—the what. Let us know what visual aids can do.
3. Adequate use—the how. Let us know how to use visual aids properly.

HOW TO IMPROVE SPEECH OF OLDER DEAF CHILDREN

Sister Marianna, C.S.J.

St. Joseph's Institute, University City, Missouri

As teachers of the deaf we are all aware of the great need of speech correction in our older deaf children. When our little ones learn the elements of speech and form words in natural pleasant tones and with apparent ease, we feel a certain amount of pride in our teaching. But then, as little Mary and Johnny advance in age and grade work, we see them falling into undesirable speech habits which, if not corrected, will soon lead to unintelligible speech. Most of us teachers are inclined to blame this sad experience on the rapid increase of vocabulary, the number of subjects to be taught and the lack of time for those good old speech drills. All this may be true but still our aim should be that our pupils leave us with as perfect speech as possible to enable them

to take their place in this hearing world of ours and be understood by those with whom they live.

At St. Joseph's we have experienced this same discouraging problem common to all of us. This has convinced us of the necessity of individual speech correction. Today I shall attempt to tell you briefly of one such case and the means we employed in rectifying the defect.

Judy, now in the sixth grade, has been with us for nine years having begun her school career at the age of four. From the very beginning her voice was exceptionally high pitched and inclined to nasality. We found her uncooperative even at the babbling stage and quite indifferent to any phase of speech work. Though she had high scholastic achievement, her speech was poor. The climax of this chapter in Judy's life came last September when her teacher recorded the pupils' voices over our wire recorder. After listening to the recording, Sister could not understand one word spoken by Judy. She asked the rest of the staff to listen but, sad to say, they also found Judy's speech unintelligible. Everyone felt badly about the condition of Judy's speech; and her teacher wondered how she could remedy the situation. With added determination, she set about to do something which might prove helpful to the girl.

After testing the speech of single sounds and the formation of both vowels and consonants, Sister found that Judy did not even have a pleasant sounding "ar." She spent considerable time developing this sound through babbling, "bububu bar," until Judy at last became conscious of her extreme high-pitched voice when she compared hers with that soft normal tone felt on Sister's face. From here, Sister attacked the sounds of "oo" "o-e" and "ee." Judy's "ee" was the worst of all her sounds. She filled her mouth with her tongue and produced anything but a correct sound of "ee." This fact prompted Sister to give her numerous tongue drills. Drills on vowels were always preceded by "bububu bar," then on into "bo-e" and other vowels, for Judy has mastered a nice sounding "ar" and tried to say the other sounds in the same tone.

As I have said before, Judy was also inclined to nasality. Sister used the nasality drills found in Haycock's book, "The Teaching of Speech." And I might mention here that our principal secured copies of this wonderful book for each member of her staff. Here are some drills Sister found helpful to develop control of nasal passages:

- 1) Open the mouth wide and get a good view of the throat. This should be done in front of a mirror. Concentrate attention on the tongue keeping the back of it down and the tip forward behind the lower front teeth. Breathe out strongly, two or three times in succession.
- 2) Lips closed, inhale through the nose, exhale through the wide open mouth. Then pause for about five seconds keeping the mouth and throat as wide open as possible.
- 3) Inhale through the nose with the mouth wide open and exhale through the mouth. This is excellent for soft palate and tongue. In

such an exercise we note this action, —the back of the tongue rises and the soft palate descends to meet it when the breath is inhaled through the nose. When it is exhaled through the mouth the tongue is lowered, the soft palate is raised and a wide open throat is produced.

The Yale Chart was also carefully reviewed. Sister discovered some faulty formations in a great number of Judy's sounds and set about to correct them. Again she realized forcibly that approximation of sounds will never bring about intelligible speech. Analytic teaching of sounds helps fix the kinesthetic sense and it is very important that this kinesthetic touch for sounds be developed.

In this reconstruction period, Sister used nonsense syllables for drill work rather than words. She made a chart containing breath and voiced consonants combined with vowels. Judy had to say these sounds as Sister quickly pointed to the different ones. To develop breath control, she was given an hour glass with which to time herself as she went through a drill, such as,—“fra-e free fro-e.” Sister also worked on accent, phrasing and rhythm of speech. Using syllables, as—“far far far,” Sister taught the accent of ordinary everyday expressions, as for example: “Good morning.” Expressions were also used as material for intonation and inflection drills. Words expressing commands, statements and question words, such as—“What? Where? and How?” were marked with a downward curve. Words at the end of a question introduced by “Have? Are? or Can?” were marked with an upward curve. Judy repeated these drills while using the Warren Training Unit, and after continued practice was able to say them in fairly natural tone.

With all this extra help Judy is now able to control her pitch, is conscious of correct breathing and is showing forth more of a desire to use correct speech.

Along with these methods of correction, we find that a child must have an incentive to use good speech on numerous occasions other than in the classroom. Our children's participation in their Sodality meetings has proven quite successful at bringing out the desire for speech improvement. Each child becomes a member of this organization at the time of his First Holy Communion. Preceding the monthly meetings, the Sister moderator of the Sodality assigns a topic for discussion to each class. Each child is given something to say before the assembly which includes the faculty, sodalists, parents and guests. These speeches vary in length and difficulty according to the grade-level of the child, and are learned with much eagerness, for each sodalist from the oldest to the youngest wants to make himself understood by all those present. These meetings are conducted according to parliamentary law to prepare the children for participation in different clubs after they graduate. We saw a gratifying result of such training just two weeks ago when thirty-five of our former graduates from all parts of the country returned to form an Alumni Organization at St. Joseph's. At the first general meeting the constitution and by-laws were proposed and drawn up in this same business-like fashion. There was much floor discussion and

conversation. It did our hearts good to know that the speech and language taught them during their long years at St. Joseph's had really become a part of their everyday lives.

In addition to the business aspect of these Sodality meetings, we have entertainment provided by each class. Classes take turns presenting a play. Each member takes part in these plays,—a task which helps greatly in speech improvement. Each little actor tries very hard to do his best. In preparing for these class plays, we teachers find a wonderful opportunity for meaningful speech work.

Aside from these activities within our school, we have found that outside interests play an important part in stimulating our children on to better and more fluent speech. This year we were fortunate to have volunteers from Fontbonne College come to visit our older girls each Friday afternoon. As these college students had had no previous experience in conversing with the deaf, we impressed on our students that this was their opportunity to mingle with hearing girls and endeavor to make themselves understood by their guests. The first such social period consisted in introductions and giving each other information about their families and themselves. Further visits brought on the telling of important events of the week. During the basketball season that sport was a favorite subject of conversation with the St. Louis University Billikens and Captain Ed Macauley foremost in their interests. These informal visits of the college girls gave our girls an added motive for the use of good speech. We noticed that many new words and expressions were learned during these visits and soon became a part of the children's own vocabulary.

Another similar experience afforded our children in the line of social activities was the great interest shown by a group of girls from Mary Institute, a private high school in St. Louis. On Saturday afternoon, children of all ages were taken for rides, to ball games and shows. Each high school girl was responsible for one deaf child. Often during the week our children received letters from their new acquaintances. These outings provided a wonderful opportunity for conversation for our children and also an opportunity for these young women to acquaint themselves with the deaf. Needless to say, such happy experiences have given our students a real desire to talk.

In conclusion, may I say that our work with deaf children if it is to be oral, let it be the best—and let us see to it that our best is good enough! In correcting poor speech in older children, individual speech lessons are essential, but along with them there must be the desire to talk. It takes time and ingenuity on the part of the teacher. It is up to her to hold the student's interest and motivate his thinking. This is quite an assignment, but if it works it is worth the cost.

Submitted by:

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CONSTRUCTION DESIGNING

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Cutting paper dolls need not be a pastime confined to inmates of mental institutions and frustrated school teachers. A young lady of my acquaintance makes a very profitable sideline of just that—cutting paper dolls. Her work is in demand in department stores and in gift shops, for unusual displays. One of her best was a chain of Degas ballet dancers cut out of paper that had been sprayed with pink, then blue color. These paper doll chains make attractive seasonal window displays. A circular chain makes an attractive party table decoration. Card suit patterns liven up the bridge table when used as borders.

Now if there is a pair of scissors in the audience, the owner may proceed with his hobby of cutting paper doll chains without fear of being surrounded by raised eyebrows. Look around you. Figuratively speaking, the possibilities are endless—or, at least, to the end of your paper.

In all seriousness we are overlooking the possibilities for full or part-time employment for the deaf in various forms of paper art work. There are innumerable books available on the subject, notably those of the Dennison Company on Party Decorations, Crepe Paper Flower-making, and various other paper activities. Rehabilitation agents may well look into the possibilities of apprenticeship in crepe paper flower shops. These flowers are distributed for sale in the Dime stores, used as department store displays, and sold to millinery shops, to mention a few markets. A student who cannot draw a straight line, and is the despair of the teacher, may blossom out as a skillful paper florist. One never can tell.

Other possibilities for crepe paper are the making of party caps, favors, nut cups, and decoration on a mass production scale. One can always find a market for these.

A firm touch and a skilled hand may find employment cutting mats in a photographer's studio, or in a frame-maker's shop.

Papier-mache sculpture is finding more and more striking effects in the window display business. A student sculptor may well try his hand at this, as there is no longer any profit in sculpture on the Fine Art basis for one of ordinary talents.

A very good book just out is "Paper Sculpture" by Tadeusz Lipski, at only a dollar-fifty. An interesting experiment you can try out for your Senior Annual is paper sculpture figures with cut-out lettering arranged with a view toward unusual lighting effects at an unusual camera angle. They also make interesting still life studies for pencil, charcoal, dry brush, lithograph, or wash drawing.

Cutting silhouettes is another fascinating activity and, when well done, can become a profitable sideline.

There are many students of high intelligence but no art ability who can nevertheless earn spare money by cutting out pictures from magazines and newspapers, mounting neatly, and building up a "morgue"

that can be offered to libraries, commercial artists, and visual aid centers.

Perhaps this talk may sound to mercenary and too much at variance with the principles of the true artist, who is supposed to starve to death for the ideal of Fine Art. But such theories are as out-of-date as to expect school teachers to make noble sacrifices on small salaries. In state schools supported by the taxpayers' money, we must seek every means of making the pupils' art activities worth while in some form or other. Let us hope this paper will open for you new avenues of ideas and adventure with scissors, paper, and glue.

SUPERVISION IN THE DORMITORY AND OF EXTRACURRICULAR ACTIVITIES

William L. Fair

Dean of Boys, Indiana School for the Deaf, Indianapolis, Indiana

When Mr. Huff asked me to prepare a paper on Supervision in the Dormitory and of Extracurricular Activities, I almost wrote back and asked him how many volumes he wanted me to put into it. However, I will condense what I have to say in as short space as possible.

In the first place, I hope that everyone hearing this paper will understand that the things I am going to say are not what one ordinarily finds in books on the subject of Supervision. At the present time I have been associated with schools for the deaf more than twenty-two years, holding the positions of Head Supervisor, Teacher, Academic and Vocational Principal, and Dean of Boys. I explain the extent of my experience for the purpose of showing that I have had the opportunity to observe and study at first hand both the school life and the dormitory life of deaf children. No particular school was kept in mind in preparing this paper. Various problems and subjects are included as the result of study, not only of the schools where I have been privileged to work, but several other residential schools.

No discussion of dormitory life would be complete without taking into consideration the position of the person who is responsible for the over-all care given the children when they are not in the classroom. Every residential school has its Supervisors, Counsellors, Housemothers, or whatever name they may go by, who are each responsible for a group of boys and girls. These people (we will call them Supervisors, for this is the name by which they are known in most schools) are usually under the leadership of a Head Supervisor or a Dean.

Although only a few of our schools for the deaf have persons on the staff bearing the title of Dean, there are probably others who are serving in that capacity, but are working under the title of Head Supervisor.

The title of Dean should mean more than merely an overseer of the staff of supervisors. His training and experience should be such

that he is not only familiar with dormitory life, but with the experiences and problems arising in the classroom as well. He should possess the understanding of children, the affection for them, and the patience with them that any teacher or supervisor would who does a good job. In addition, he should have the ability to plan and execute a program for the dormitory, to advise the personnel on his staff without causing friction, and to act as a "buffer" between the Superintendent and that part of the institution which is under his jurisdiction. In other words, he should possess the attributes necessary for a good supervisor, a good teacher, and a good administrator.

The relationship, be it good or bad, which exists among the supervisors, just as among the teachers, has a direct influence upon the children. They possess an ability to sense friction between employees, even though no one has intentionally shown such a condition exists. A feeling of insecurity and doubt is bound to arise from such a condition, and it is the duty and the responsibility of the Dean to see that causes and sources of dissension are removed.

Although each supervisor should be expected to handle his or her own problems of discipline with only occasional calls upon the Dean for help, it sometimes becomes necessary for the Dean to iron out difficulties. He should be looked up to as an advisor and the person to whom any child may go with a problem. He should have a good understanding of child behavior and be able to put together the expressions of even the slowest child so that he can get a good picture of what is in his mind. Where the combined method of teaching the deaf is used, and where the sign language is permitted on the playground, a thorough knowledge of the language of signs is of great help.

The responsibility for the children during a large part of the day falls upon the shoulders of the Dean and his staff of supervisors. It is during this time the children have leisure hours which can be wasted almost entirely, from the educational standpoint, or can be used to good advantage for learning. Deaf children, as a rule, have difficulty in grasping the abstract, and learn best when the actual condition exists. Concrete examples for teaching are present not only during the time the children are in the classroom, but the time is often ripe for teaching while they are on the playground, in the dining hall, or in the dormitories. If the Dean and his staff are working in cooperation with the teachers, many little games and hikes can be arranged to enhance the classroom activities. If classroom work can be carried over into the dormitory program many opportunities will arise for the child to learn unconsciously little lessons in arithmetic, reading, social studies and other subjects. It is during this time, also, that much may be taught that hearing children learn at home from their parents and their playmates.

It is the Dean who should plan and help to carry out the program of extracurricular activities which are closely connected to the life of the child in the dormitory. We are all familiar with Literary Societies, Chapel Programs, Sunday School, and similar activities

which are usually under the leadership of the teaching staff of the School. However, there are others which more conveniently fall to the dormitory and its staff.

The activities for which the supervisors can provide leadership are those on the playground, and in the dormitory clubrooms and playrooms.

There are two extremes in practice among those who are responsible for the play of children, especially among institutional children. Occasionally, there is absolutely undirected play; or, on the other hand, there may be a close dictation of all play. Neither of these extremes will accomplish the real purpose.

Free play under intelligent supervision is the ideal. Totally undirected play is nearly impossible. Almost all play is directed or influenced by some person or environmental circumstance. But since the school for the deaf is responsible for the children in its care, the direction of their play should not be left to chance.

On the other hand, when play is entirely dictated and planned by adults, children are apt to miss the very thing for which they may have a strong desire and a great need. The child, left to his own initiative, will naturally seek out from those forms of play known to him that form of play from which he derives the greatest satisfaction.

Play builds character, and play also reveals character. By studying the child at play we learn much of his character and by directing and supervising his play, we reshape and direct his character. This holds true from the time he first enters into activity with other children through his entire school career.

We may divide play activities into three groups:

1. Games for the younger children; involving the use of the large muscles.

Ordinarily we think of such sports football, basketball, baseball, and track when we speak of activities using the large muscles. However, in this group are activities such as walking, running, hiking, marching, skipping, hopping, jumping rope, playing leap frog, climbing, and rough and tumble play.

Every playground for the little tots should have swings, see-saws, a merry-go-round, a slide, horizontal bars, a giant stride, a jungle gym, and rings. A sandbox is often used most by the little ones.

Very little equipment is required through the early stages of the throwing and catching games. Even a home-made ball will satisfy the desire to throw and will save many windows and a few knots on heads.

The pushing and pulling games call for the sled, wagon, toy auto, kiddie car and doll carriage.

2. Games and tournaments for older children:

In this category fall those activities requiring learning and skills which the younger children do not have, and include checkers, chess, Chinese checkers, horse shoe pitching, table tennis, various card games, shuffleboard, marbles and kite flying. These minor sports are

mostly encouraged for recreational purposes, but always they incorporate lessons to be learned in sportsmanship, fair play, and clean competition. Every year we conduct tournaments in some of these games, giving awards to those who show the most improvement and the best attitude through the season.

3. Intramural sports:

These should include as many of the major sports as possible, and participation should be extended to every boy and girl who is physically able. Leagues, in each sport, each league consisting of several teams, should be organized in the dormitories. The play of these leagues should follow the regular seasons just as the varsity teams.

Not only will the participation in these sports by the intramural teams encourage sportsmanship and team play, but they will be of much help to the coach of the varsity teams. He can see the boys develop from year to year and will have a better idea of the quality of his material before the boys reach the age and grade level for varsity participation.

In cooperation with the coach or director of athletics, the dean can be of assistance in encouraging fair play, clean living, and regular observance of training regulations. It is in the dormitory and the dining room that many athletic contests are won through regular hours of rest and adherence to training table rules. Every athlete should be in good physical condition when he engages in an athletic contest, not only for the purpose of winning, but as a safeguard against injury from overexertion or body contact. It is a well-known fact that an athlete who is in top physical condition possesses far more endurance than one who is not. Furthermore, if his muscles have reached the proper tone through right exercise, rest, and eating, they are less susceptible to injury.

Such activities as Boy Scouts, Girl Scouts, and other scouting organization will do well to have both the teachers and supervisors working together. Teachers can act in the role of committee members and troop leaders when the staff of supervisors is not sufficient to take care of these needs. Nevertheless, the supervisors can play a large part in scouting simply by encouraging the members to abide by the Scout Oath and live according to the Scout Laws. They can help the troops plan their programs so that the meetings, hikes, and kindred activities will have no interference from the regulations governing the dormitories. Good supervisors often have qualifications which make them of much value in carrying out a scouting program.

There is much to be gained from the social events of the School. The development of the student in social activity not only increases his love for school, but carries over and adds to the joy of living all through his life. Every social function will be a bigger success if the supervisors and teachers can work together and aim for the same goals. Parties, picnics, dances, and socials require a great amount of planning and ingenuity to keep them functioning smoothly and still maintain the interest of the children. Nothing is more depressing than a

social function which is allowed to shift for itself by depending upon the participants to keep it going. The supervisors are in a position to know considerable about what the boys and girls like to play or do at a party. They have led the children into playing games which appealed to them and they know what kind of games they like best, whether it be at a party or on a picnic.

Every child should belong to at least one or more clubs before he has finished his school career. The nature of the club to which he belongs should follow his interest, whether it be handcraft, social, recreational, or cultural. Before a child is encouraged to become a member of a club a careful investigation of his needs and abilities should be made. Opinions should be obtained from his supervisors and teachers and the expression by each child of his desire and reasons for wanting to join the club should be carefully considered. The sponsors should be selected on the basis of their interests. A disinterested sponsor who has been assigned this duty and considers it just an additional chore can not instill the right kind of enthusiasm and effort in the members that such an organization needs. An examination of the interests of the members of the staff of supervisors may provide better material for sponsors of some clubs than may be found on the teaching staff. All meetings should be well planned and should never be held without the presence of the sponsors. They should not be held oftener than once a week and never should the club's activities be allowed to monopolize the members' thoughts and time to such an extent that they interfere with his regular school work.

Before concluding this paper, I would like to devote some time to the position of the supervisor in some of our schools for the deaf. A sincere effort has been made in some schools to raise the standards of qualifications and pay to the place where better qualified people are being attracted to this type of work. However, the position of supervisor in some of our schools is still considered to be one of poor pay, long hours, and fatiguing work. Often the supervisor's position is looked down upon simply because of the kind of work he is expected to do. Sometimes there is such a wide gap between the type of personnel on the teaching staff and that of the supervising staff that there is no common level on which they can work together. Needless to say, the entire program of the School suffers when a condition exists, and in the long run it is the student body which reaps the results. Various solutions to this problem have been suggested and the position of the supervisor has been a topic of discussion in many of our conventions. I am not proposing a quick solution here, but it is to be hoped that more and more effort will be directed toward raising the qualifications and standards of pay for supervisors, so that more capable and better qualified people will be attracted to these positions. I say this primarily for the better results which can be obtained through full cooperation and understanding on the part of the faculty and the supervisors. They are on the payroll for the same purpose; to do the best job possible for the deaf child. Any deviation from that aim will lessen the opportunities of a worthy group of children.

The staff of supervisors at the Indiana School is paid a scale which is much higher than that of most schools. The quality of the personnel is high, and they are doing an excellent piece of work for the deaf children of Indiana. All of our staff of supervisors will return again next fall with the exception of one who has reached the age of retirement.

In conclusion, I wish to again point out that nothing which has been said in this paper has any intentional reference to any particular school. I have tried to deal in generalities, except where I have referred directly to the Indiana School.

A LESSON PLAN FOR TEACHING POETRY IN AN ADVANCED CLASS

By Powrie V. Doctor

Gallaudet College, Washington, D. C.

I. Importance of Poetry to the Deaf

While discussing the subject of poetry and the deaf in a class in literature at Gallaudet College a deaf student once remarked "Why shouldn't a deaf person enjoy reading poetry more than a hearing person! It is the only music we hear. The rhythm, the measured beats, the rime—they all sing to us in a silent way."

This being true, I believe we should stress even more the teaching of poetry, especially the mechanics of poetry, in our classes in schools for the deaf. Every teacher of the deaf knows how difficult it is to get across the idea of a syllable in teaching speech. We know what a task it is to teach the idea of a beat in a rhythm class. Every teacher of the deaf knows how difficult it is to get across, in a language, printing or typewriting class, the point that words at the end of a line must be broken only by syllables. I believe that the idea of scanning poems might be worth stressing even more than in the past, especially in our advanced classes for the deaf. We should "show our students what we mean by a beat, or a long syllable or a short one, and show the close coordination between the mechanics of poetry and that of speech, language, and rhythm."

II. General Questions

In discussing this subject I wish to use the poem "Lewis and Clark" by Rosemary and Stephen Vincent Benet. You see the ballad copied on the board.

LEWIS AND CLARK

By Rosemary and Stephen Vincent Benet

Lewis and Clark
Said, "Come on, let's embark
For a boating trip up the Missouri!
It's the President's wish,
And we might catch some fish,
Though the river is muddy as fury."
So they started away
On a breezy May day,
Full of courage and lore scientific
And, before they came back,
They had blazed out a track
From St. Louis straight to the Pacific.

Now if *you* want to go
 From St. Louis (in Mo.)
 To Portland (the Ore. not the Me. one),
 You can fly there in planes
 Or board limited trains
 Or the family car, if there be one.
 It may take you two weeks,
 If your car's full of squeaks
 And you stop for the sights and the strangers,
 But it took them (don't laugh!)
 Just one year and a half,
 Full of buffalo, Indians, and dangers.
 They ate prairie-dog soup
 When they suffered from croup,
 For the weather was often quite drizzly.
 They learned "How do you do?"
 In Shoshone and Sioux,
 And how to be chased by a grizzly.
 They crossed mountain and river
 With never a quiver,
 And the Rockies themselves weren't too big for them,
 For they scrambled across
 With their teeth full of moss,
 But their fiddler still playing a jig for them.
 Missouri's Great Falls,
 And the Yellowstone's walls
 And the mighty Columbia's billows
 They viewed or traversed,
 Of all white men the first,
 To make the whole Northwest their pillows.
 And, when they returned,
 It was glory well-earned
 That they gave to the national chorus.
 They were ragged and lean,
 But they'd seen what they'd seen,
 And it spread out an Empire before us.

1. Ask each student in the class his idea as to the most important point in the poem. Too often we are so intent on explaining each word in the sentence that we forget the main point in the story or poem. In our standard entrance tests at Gallaudet College we find the students weaker in Paragraph Meaning than in any other test.

2. Ask the students to find the two most important lines in the poem. I believe they are

"But they'd seen what they'd seen,
 And it spread out an Empire before us."

3. Ask the students why they think these are the most important lines in the poem. We ask far too many factual questions in our classes. We should strive to make it a point to ask more "why" questions.

4. We should ask the students if they believe it a good idea to remember the names of Rosemary and Stephen Vincent Benet. We should stress a bit more the meaning of an author of a story or a poem. One Freshman girl at Gallaudet College said she had never understood why a book had to have an author. We are stressing library work much more in our course of study and are emphasizing the idea of

bibliographical aids.

5. Ask the students what connection may be found between the title of the poem and the story.

III. Questions by Verses

I would ask at least one question for each verse. Inasmuch as the poem has eight verses I would ask eight questions. In this respect it is a bit easier to teach comprehension by means of a poem than a story, as usually each verse has one important point.

My eight questions might be as follows:

1. Why did Lewis and Clark take a boating trip up the Missouri?
2. Why is the fact that

"They had blazed out a track
From St. Louis straight to the Pacific"

important in American history?

3. Why is there a difference between Portland, Ore. and Portland, Me.? Why do we write St. Louis, Mo.? Why is *you* in italics? How is it connected to train, plane, car?

4. Why did it take Lewis and Clark a year and a half to make the trip?

5. How do you think a deaf boy would understand a Shoshone or Sioux say "How do you do?"

6. Why do we say they got their teeth full of moss in crossing the Rockies?

7. Why was it important for the United States that they were the first white men "To make the Northwest their pillows"?

8. Why do you think the most important point in the poem comes in the last verse? What is that point?

IV. Vocabulary

There are always so many new words in a story or a poem for deaf pupils that a teacher often wonders where to begin or where to stop. I do not believe that in general every word should be explained. When you and I read a story we often encounter words we do not know but we gather the meaning from the context. This might be a good plan to follow in our classes. Leave a few words unexplained. The students can look them up if they wish. Sometimes we do so much for our students that they get in the habit of leaning on the teacher for help.

I would suggest the following words be explained by the teacher. First, however, I would have the student look up the words in the dictionary:

1. embark	10. croup
2. fury	11. grizzly
3. breezy	12. quiver
4. lore	13. moss
5. scientific	14. jig
6. blazed out a track	15. billows
7. limited trains	16. traversed
8. squeaks	17. Empire
9. prairie-dog	

V. Outline

Generally speaking, both hearing and deaf students are weak in making outlines. This is a most important procedure in teaching.

I have written on the board what I would regard as a fairly easy outline to follow.

- I. Topic Sentence: The Lewis and Clark Expedition
- II. Narrowing Sentence: From St. Louis, Mo., to Oregon
- III. Time: 1803-1806
Place: Up the Missouri River, across the Rocky Mountains, and down the Columbia River into Oregon.
- IV. Sub-topics:
 - A. President sends Lewis and Clark to Oregon.
 - B. They blaze a trail to the Pacific.
 - C. *You* can go by plane, train, or car. (Why is *you* in italics?)
 - D. Took one year and a half.
 - E. They encountered croup, bears, weather, Indians.
 - F. Crossed the Rockies.
 - G. First white men to visit the Northwest.
 - H. Introduced the United States to a new land, a new Empire.
- V. Conclusion: Lewis and Clark are honored by all Americans for their pioneer exploration of the Northwest which made it possible for that part of the United States to become a part of our nation.

Notice that in the Sub-topics one division is given for each verse in the poem.

VI. Precis

After breaking a poem into an outline we should put it back together in, say, one paragraph. This process is called writing a precis of a story of a poem. Fundamentally, it means finding the most important point. Sometime you might have your students read an article in *The Reader's Digest* and then read the original article in the magazine from which it was condensed. The following precis of this poem is an illustration of what I mean:

The Lewis and Clark Expedition took place in 1803-06 and blazed a trail from St. Louis, Mo., to Oregon by way of the Missouri River, the Rocky Mountains, and the Columbia River. After a year and a half spent fighting sickness, wild animals, rainy weather, Indians, and mountains, the explorers returned as heroes to the United States because they were the first white men in the Northwest and they could claim that land for our country.

VII. Composition

I believe it is always a good plan to coordinate composition and reading. After discussing this poem ask the students to write an original composition. Here are three suggestions:

1. Write a composition about some automobile trip you have taken. Did you follow Highway markers? What difficulties did you encounter?
2. Have one member of your class take a piece of chalk and mark arrows on the sidewalk pointing in the direction he has gone. See if the class can find him.

3. Did you have a treasure hunt? Maybe your teacher will have one. Describe how you found each treasure.

VIII. Library Work

Too often our students fail to see any coordination between a lesson out of a textbook and other books in the library. Suggested library work could be:

1. Look up in the encyclopedia about Lewis and Clark.
2. See a map of their journey.
3. Look up Rosemary and Stephen Vincent Benet.
4. Read the book "We" by Lindbergh.

IX. Pictures

Every lesson should have some pictures brought in by the teacher. Generally the primary and intermediate teachers make great use of pictures, but sometimes the teacher in the advanced department fails to keep up this procedure. Suggestions along this line in connection with this poem could be as follows:

1. Have the students trace the journey on a map.
2. Why would we want a picture of Jefferson?
3. Why would it be a good idea to have pictures of the Rockies, Yellowstone, Columbia River, and the Indians?

X. Field Trips

If possible get the students to visit a museum where they can see a canoe. It might be possible for them to see a river. At the Smithsonian Institution in Washington, D. C., we could take them to see "The Spirit of St. Louis" and the display of Indian clothing and articles in the Natural History Museum.

XI. The Importance of Teaching Poetry to the Deaf

I believe it is worthwhile to show the students what we mean by rhyme and meter in poetry. It will help inflection in speech, it will help to give an idea of syllables, which is of importance in speech and in language especially in teaching students the proper place to break a word in typewriting or in linotyping. It would help to teach them the meaning of the word pattern.

The last verse on the blackboard has been scanned, as follows:

And, when they returned
it was glory well-earned
that they gave to the national chorus.
They were ragged and lean,
But they'd seen what they'd seen,
And it spread out an Empire before us.

Show the class the words *returned* and *earned*, *chorus* and *before us*, *lean* and *seen*, in order to get the idea of rime. Such words suggest an excellent lesson in speech. So many times a student can learn readily how to pronounce a new word by being given a familiar word similar to it. Thus poetry represents to the teacher of the deaf a golden opportunity for speech work.

The meter of the poem, as shown above, is anapaestic. It may not be necessary to give the students the names of different kinds of feet, but they should be shown that there is a definite recurring pattern in a verse, made up of accented and unaccented syllables:



I would beat out the measure on the desk with my hands to give an idea of the rhythm. Some of the students might be able to sense the meter through vibration. Have the students speak this verse in order to emphasize rime and meter. The teacher should point out the difference between a long and a short syllable. Have the students memorize this one verse. Show them that usually the pattern of the meter has a very realistic connection with the main idea of the poem. Here the two short syllables could mean paddling first on one side of the canoe, then on the other, and the long stress could be the paddle in the rear used for steering the canoe. All such explanations help to show the students that poetry has meaning and is not just a jumble of words.

At Gallaudet College we find our students reading much more poetry outside of class than in a regular college for hearing people. On standard tests we often find our students rating above hearing students in their interest in poetry. This being true I believe we should strive to do more along the line of teaching poetry than we have in the past and I believe it will be worth the effort.

PROGRAM FOR SLOW-LEARNING CHILDREN

Thomas Dillon

Principal, New Mexico School for the Deaf, Santa Fe, New Mexico

The slow learning deaf and hard-of-hearing children in our schools for the deaf present one of the most challenging problems in our field of education. Too often, we, as educators, have tended to dispose of this problem too lightly, although we have recognized it and realize the seriousness of it's nature.

The slow-learning child, for our purposes, may be defined as the child who for some reason or other needs a special program and special attention because of his inability to cope with educational matters in the same manner as the normal deaf or hard-of-hearing child. This may generally be attributed to a low I. Q., but it is not always the case. This does not include feeble-minded deaf or hard-of-hearing children, as they are not permitted to enroll in our

schools, although most of our schools do have a few children with exceptionally low I.Q.s.

Several authorities have estimated that five percent of the public school population are children who are in need of special classes. Most of us are agreed that in our schools for the deaf this figure is somewhat higher, which may be attributed to a number of causes. Some authorities, who have had experience in a number of our schools for the deaf, have informed me that they would estimate that from ten to fifteen percent of the children in schools for the deaf are in need of special classes and special programs. If we accept a midpoint between these figures, or twelve and one-half percent, we must have approximately two thousand two hundred and fifty such children in our schools. From this we can more clearly recognize the problem at hand.

We can not place our finger on any definite I.Q. figure in assigning these pupils as their needs vary with the individuals. However, we may say that most children with an I.Q. below seventy-five are in need of special programs.

As a group the academic ability of these children is too low to enable them to profit from the regular school program; neither content nor methods prove to be suitable. When forced to compete with children of average or high I.Q., these pupils fail; they develop a failure complex towards life; ambition either does not develop or is destroyed. In other words, under such conditions they are virtually taught that they cannot succeed.

However, we have evidence from our own work and efforts that they can succeed even with academic work if the steps are developed slowly, if constant repetition is made and if methods are concrete and direct. It has been proven that many of these children can achieve an ability to read as high as the third and fourth grade levels; that the simple fundamentals of arithmetic and language can be taught them and applied to everyday life situations.

A program that will assist in making these children self-supporting must be planned. It must include the basic academic subjects, the formation of good work habits, the acquisition of whatever vocational skills the pupil is capable of acquiring and most important of all, the acquisition of good character and citizenship traits. The entire program should be drawn up around everyday life situations with particular stress on such situations and their daily application for the older pupils. If they are given schoolwork within their ability, the delight of successful achievement will contribute further to their desire to work.

Most of our schools are and have been endeavoring to carry out this type of a program in order to make these children self-dependent successful citizens within their limitations. The success of many of these pupils during the recent war is not a measure of the success of our efforts. The manner in which they meet the responsibility of citizens and in which they are gainfully employed in normal times

will give us a more reliable standard.

The programs in various schools for the deaf tend to follow more or less the type of program outlined above. Some follow a practice of assigning these pupils to greater proportions of time in vocational classes than in the case of the average children. Several have worked out special courses of study; the most notable of those coming to my attention being the one drawn by Loe Jacobs of the California School for the Deaf. Under this type of curriculum, arithmetic, composition and related subjects are correlated with the course of study in Practical Language. According to the authorities at the California School, it has proven very popular and valuable. The key to the success of the program, of course, depends on the ingenuity of the teacher and his ability to obtain material on the child's interest and reading ability level.

Several of our larger schools for the deaf employ a psychologist, who is of great help in working with and arranging special programs for slow-learning children. Among these schools are the Texas and Illinois schools. Through the help of a psychologist, school authorities are more able to predict what each child will be able to accomplish educationally.

At the Texas School, no special courses are provided, permitting the child to take what he can of the regular course for his grade level. As nearly as possible, these children are assigned to special groups with the older children spending a greater portion of their school day in vocational classes. These pupils are given certificates upon completion of their school career indicating that they have completed the course of study up to and including their grade level.

At the Illinois School an effort is made to handle the problem of the slow-learning children on an individual basis. The authorities are generally guided by the recommendations of the school psychologist. Young children who are slow learners are retained in a kindergarten level group until they are ready for formal work. From this point on, educational training varies depending on age, size, amount of residual hearing, and social maturity. The children may be grouped starting with the first grade. Older pupils are assigned varying amounts of time in academic and vocational classes, which may be from two to four periods in the academic department and from four to six periods in the vocational department. Vocational certificates are not given and diplomas are awarded only to children completing the regular prescribed course of study.

The Arkansas School has the school day divided into three-thirds with academic classes in session for two-thirds of the day and vocational classes in session for one-third of the day for average and superior children. Academic classes for the slow-learning are in session one-third of the school day and vocational classes two-thirds of the day, often being assigned to two different vocational classes. Academic time is spent largely on language and arithmetic. Slow-learning children may receive a Vocational Certificate upon com-

pletion of their time in school.

At the present time, the Western Pennsylvania School has its slow-learning children classified into three groups and an effort is made to plan courses to fit the needs of each of these groups with individual work arranged by the teacher so as to permit each pupil to work and progress at his own rate. The school day is divided into three thirds with two of these groups attending academic classes for one-third of the day and the other spending two-thirds of the day in the academic department. The balance of their time is assigned to vocational classes. It is noted here, and holds for other schools as well, that a number of these pupils do not make any more progress in vocational classes than they do in academic classes. Vocational Certificates are awarded to those pupils who come up to certain standards in their vocational classes, whether the pupil has completed the academic requirements or not. Also, Certificates are presented to those pupils who stay in school until they are twenty-one years of age and have been good citizens and whose influence has been good for the pupils as a whole.

The Florida School also reports having three special classes for slow-learning children with a curriculum geared to meet the needs of these children as nearly as possible. If the children are not capable of making progress academically under the oral method, they are assigned to classes in which the manual method is used. When practicable, these children receive special coaching. The older pupils are assigned to extra vocational work. The school does not award vocational certificates. However, certificates are awarded when a child has spent so many years in school and is unable to graduate from the academic department.

At the Utah School, no distinction is made between slow and fast pupils in regard to scheduling and both groups receive exactly the same subjects and the same amount of time in both the academic and vocational departments. The amount of academic work covered by the two groups widen the gap between them, but it is felt the slow pupils need more of everything. Each child is prescribed for on an individual basis and an effort is made to give each of them as much as they can digest in both academic and vocational classes. It is a policy of the school to give vocational certificates to students who do not qualify for academic certificates.

The Kendall School in Washington, D.C., reports having almost no pupils of the slow-learning type at the present time. With these children an effort is made to place the most emphasis on practical language and correlate other school subjects in so far as is possible. Such pupils are not assigned to additional time in vocational classes. All pupils attending the school are given certificates. Diplomas are presented to those who satisfactorily complete the academic course of study.

The Iowa School makes an effort to retain slow-learning children in school as long as possible. When it is apparent that these children

have progressed about as far as they ever will academically, their vocational training is increased. At the age of twenty or before, when it is apparent that the school has done about all it can for a pupil, he is given an honorable dismissal. The school does not award diplomas or certificates for this work.

The Washington (State) School has two classes of retarded children. No special course of study is used, but an effort is made to meet the needs of the pupils. Vocational and academic time are balanced equally for these children. Upon reaching the maximum age limit, these children are given vocational certificates and graduated. At present, the classes are taught by means of the finger alphabet.

One full time class was started this year at the Central New York School. The pupils assigned to the class spent the entire school day in the academic department, excepting for one hour which is spent in the shops. The teacher of the class has arranged a special course of study and the "core curriculum" as set up for the State Department of Education for classes of slow-learning children with normal hearing has also been added and proven very worth-while. No children from special classes have ever been graduated but in all probability, such children will be awarded certificates of attendance.

The Georgia School has had twenty-four pupils, divided into four classes, assigned to special classes during the past school year. These classes all fall into the Intermediate Department and are made up of pupils from twelve to eighteen years of age. Their grade levels range from 1.4 to 3.9. The pupils spend one-third of the school day in academic classes receiving instruction in the basic school subjects. Instruction is generally given by means of the manual alphabet. Efforts are made to rehabilitate as many of these pupils as possible and in several instances have proved successful. The Georgia School permits pupils to stay twelve years. If a vocational or special pupil can make a grade of six or above on achievement tests at the end of his twelfth year, he is given a vocational diploma. Certificates are not given.

At the New Mexico School, there are two special classes with several slow-learning children assigned to a regular class for three periods of the school day; this allowance being made for age and social maturity. No special course of study is used for these classes, rather an effort is made to give them the basic school subjects with practical information on everyday life situations, both in and out of school. Special materials are provided insofar as available, especially books on the child's interest and reading level. Pupils are assigned to academic classes from three to five fifty-minute periods a day depending upon benefit received from time in these classes. From two to four periods are spent in vocational classes. Pupils assigned to four periods are generally assigned to two different vocations. Pupils that may be rehabilitated or are assigned to these classes because of entering school late in life are assigned to teachers for special coaching and tutoring in addition to their regular school hours. The school does not award certificates. Those pupils who satisfactorily complete the

regular course of study are awarded diplomas.

Nearly all schools reporting use psychological and achievement tests in addition to rating given by teachers in assigning pupils to special classes.

Most all schools have had certain degrees of success with their programs for slow-learning children, as is attested to by the number of these pupils who are gainfully employed and self-supporting citizens. However, we all feel the need of doing more and recognize that the problem is still before us.

It is sincerely hoped that in the near future someone will devote time to a serious study of this problem and help us come nearer to a solution than we are at present.

CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Morning Panel

Wednesday, June 22, 1949

Leonard M. Elstad, Chairman

Ladies and Gentlemen:

Today's two sessions should be most interesting. As you see by your programs we have twelve organizations represented and, I might say, well represented, too.

These organizations serve to illustrate the point I made in my opening address on Sunday night, that we do have many organizations interested in the deaf child. Of course, it was not my plea that all of these be merged. That would be impossible. It is, however, well that teachers know what organizations do influence our program and what individuals play the leading parts in the organizations. Two years ago our Convention theme was "Growth through Understanding." We still need that understanding, and this program is designed for that purpose.

It has been my hope that we could break up the continuity of this program so that we would not have twelve "stand-up" speeches, but instead have an interesting interview type of discussion. I must confess there has been some manipulation here. That is necessary so that the program will proceed in an orderly fashion.

It is our desire that questions come to the panel. You each have a card. Write your question on this card and indicate, if you will, the person who is to answer it. These cards will be collected after the panel discussion and we will answer as many as we have time for. This is your way to contribute. Make use of it.

We have, as you will see by your program, twelve organizations listed on this panel for today. That divides easily into six for the morning and six for the afternoon. I have taken the liberty of doing some rearranging so that like organizations can be grouped together as much as possible. Therefore, we have on the stage this morning the following participants:

Mrs. Eunice L. Heinrichs, Principal of the Alexander Graham Bell School in Cleveland. Mrs. Heinrichs will represent the *National Council of Day School Teachers*. Mrs. Heinrichs is President of this

organization.

Mrs. Rhoda Samoore, Instructor, Acoustic Department, Illinois School for the Deaf, to represent *Mu Iota Sigma Fraternity*.

Dr. Helen S. Lane, Principal, Central Institute for the Deaf, who will represent the *National Forum on Deafness and Speech Pathology*. Dr. Lane is President of this organization.

Dr. Grant S. Fairbanks, Editor, *Journal of Speech and Hearing Disorders*, to represent the *American Speech and Hearing Society*.

Dr. Clarence D. O'Connor, Superintendent, Lexington School for the Deaf, who will represent the *Volta Speech Association for the Deaf*, of which organization he is President.

Dr. Romaine Mackie, Specialist, Schools for the Physically Handicapped, representing the *United States Office of Education*.

AMERICAN SPEECH AND HEARING ASSOCIATION

Dr. Grant Fairbanks,
Representative

Dr. Elstad: Now we will hear from an organization that has a name we understand, but I feel quite certain there are many of us who need to know more about the program. Dr. Grant Fairbanks, just what is the purpose of your organization?

Dr. Fairbanks: First of all, ASHA, as its title suggests, is concerned with both speech and hearing. It is concerned, in other words, with communication as a human act. Its attitude is that the one cannot be separated from the other in the usual forms that communication takes. It is interested in both the speaker and the listener. The use of the word "hearing" in the title of the association is fairly recent. Up until two years ago the organization was called the American Speech Correction Association. The change in name reflects no change in policy or activities. Rather does it recognize activities in the field of hearing that have been going on for many years, by incorporating this term into the official title of the organization. This name change is, if you like, a criticism of the accuracy of the old title, rather than anything new in the form of things for which the title stands. The change came from within the membership from those persons especially interested in the hearing phases of the work, who contended that the work of the Association, as reflected in its Journal and its conventions, contained a substantial amount of special material on hearing, and that this should be recognized in the name.

Dr. Elstad: How is your organization set up?

Dr. Fairbanks: ASHA has the usual group of officers, some of them elected one year, some elected for three or four years. The guiding executive body is the Executive Council which consists of the officers and a number of councilors-at-large. The constitution provides that these councilors-at-large, as well as the membership of all standing committees, contain representation from the special groups, such as speech disorders, hearing disorders, and research, so that all aspects of the field will have a voice in the council meetings. The council is responsible to, and reports to, the membership. The

Association has six or eight standing committees such as those on academic and professional preparation, credentials, ethical practice, liaison, program, terminology, etc. It usually has a group of six or eight temporary and advisory committees. These committees report to the council and in turn to the membership.

Dr. Elstad: Will you tell us more about your work and its aims and purposes?

Dr. Fairbanks: ASHA is concerned both with disordered and undisordered speech and hearing. While its primary orientation is in the direction of the improvement of defective speech and hearing, it stands on the basic premise that enlargement of knowledge concerning the normal processes of speech and hearing is basic to an attack on the problems of disordered speech and hearing. The Association is concerned with the exceptional, or the handicapped, in speech and hearing. More specifically, its attack on this problem consists, first of all, in providing an affiliation of a professional character for persons working in such matters. It is concerned with exchange of information among such persons as to research findings and techniques, and it is concerned with providing comradeship among professional and research workers in this area. It stands for the advancement of knowledge through experimentation, other forms of research, and clinical observation. It is much concerned that the methods of rehabilitation of such handicapped persons be improved. Its emphasis, in this direction, in addition to those things that I have mentioned, is to improve the standards of training of persons thus oriented, by distributing information about training, and by setting up standards for the kinds of things and the details of the things which are incorporated in the preparation of personnel. ASHA is an *association*. It is an association which is both professional and learned in character, as those words are ordinarily taken to mean. It aims to afford affiliation with it on the part of professional workers and to provide thereby, as I will later show, certain methods whereby a semblance of certification is set up. Its main motivation then is the protection of the handicapped. At the same time, the Association is "learned" in the sense that it provides an outlet for the discoveries of its members and comradeship among those interested in this area.

Dr. Elstad: What about the educative purposes of your organization?

Dr. Fairbanks: I want to point especially to the fact that what I have said relates to the *corrective*, the *therapeutic*, the *rehabilitative* aspects of the problems of the handicapped in speech and hearing. It does not relate to the *educative* aspects. ASHA is dedicated to the *improvement of the speech and hearing processes*. It does not regard as its prerogative the uses of these speech and hearing processes for purposes of influencing behavior, absorbing education, information, etc. It is immediately concerned with the process of speaking and not with what is spoken; it is concerned with the process of hearing, yet not, basically, with the purposes for which the hearing is done. I say

this to define and delimit what ASHA regards as its own peculiar charge, and not at all to minimize the importance of the uses that are made of these processes; the processes of indicating more precisely the particular area of activity and interest of ASHA in this business of communication.

Maybe this can be clarified a little further by saying that ASHA is an association for the therapists who take care of patients, and not for the patients who are taken care of by therapists, unless these patients be therapists themselves. It provides affiliation for those who deal with rehabilitation of the hard of hearing and the defective in speech, and not for the defective in speech themselves. The other kind of association is amply provided by organizations with which you are very familiar. It could also be said that ASHA is an organization for scientists. In a word, it is an organization whose membership consists of professional and scientific workers in the rehabilitation of speech and hearing; it is an organization for speech correctionists and hearing therapists, and not for speech defectives and those with hearing losses.

Dr Elstad: Is your organization in a promotional way?

Dr. Fairbanks: The American Speech and Hearing Association is not concerned (again I use that term in a way that may be misunderstood; I mean that the organization is concerned *about*, but is not concerned *with*, these things) with direct promotion of the field. Its main charge is not public education in the direction of educating the public to the fact that we have a set of problems here and promoting work for them. It believes in this kind of activity all right, but it does not accept it as a responsibility of the Association. It is very willing to help it and the record will show that its individual members have done a great deal to help such promotion. But it is not concerned with raising money for the purpose of assisting those who are defective in speech and hearing. It believes in this process, but it does not regard it as its particular role in the business. Finally, it is not concerned with effecting, as an association, direct and immediate assistance for this kind of handicapped person. Its work is done through the enlargement of information, the stimulation of personnel, rather than directly with cases. This says nothing at all about the activities of the members of the Association.

Dr. Elstad: From what lines of work do your members come?

Dr. Fairbanks: These members are found as active workers in public schools, in universities and colleges, in hospitals, in special institutions such as schools for the deaf, and in private practice throughout the country. ASHA is concerned with such persons, and not immediately as an Association with the handicapped persons with whom they in turn deal.

Dr. Elstad: What are some of the problems and the techniques necessary in the work of your organization?

Dr. Fairbanks: In this whole area of speech and hearing disorders a wide range of different problems and techniques is necessary. The

techniques may be physiological, pathological, psychological, acoustical. The encouragement of rehabilitation, retraining, or corrective techniques, and the stimulation of the scientific study of the processes of speech and hearing covers a wide range of disorders. It covers disorders of speech that are primary organic in character, including problems like cerebral palsy, aphasia, cleft palate, organic deviations of the larynx, etc. It includes problems that are thought to be primarily psychological in character, such as stuttering, speech retardation, hysterical phenomena in speech and deafness. The numerically largest group of cases consists of persons with so-called functional disorders of voice and articulation: persons who make sound substitutions, whose speech sound systems are characterised by omissions, etc. Finally, ASHA is concerned with those who have disorders of hearing from the standpoint of correcting the speech of such persons, and from the standpoint of providing for adequate communication in the other direction, which means that it is concerned about such matters as hearing aids, lip reading, auditory training, etc.

Dr. Elstad: Is the ASHA interested in the training of specialists?

Dr. Fairbanks: I mentioned above that ASHA is concerned with the training of specialists. It has also found over a long period of years that it must also make provision for supplementary training of other specialists. In the field of public school teacher training many colleges of education now require every elementary teacher to take some work in speech correction. Many curricula in the training of educators of the deaf draw upon members of the Association for contributions to their training programs. Such matters are reflected in the activities of the Association. There has been a growing demand from those in charge of medical training for members of the Association, and for the Association as an organization, to help in the training of physicians and nurses. By a similar token, from such tangent areas as those that have been mentioned have come many new members of the Association who, although their primary jobs may be other than things that I've been talking about, feel some profit from the professional association given them by membership. I am saying this badly, but what I mean to say is that members of the Association may be thought of as divided into two groups. The first group consists of those whose primary vocational emphasis is on the rehabilitative aspects of those handicapped in speech and hearing. The other group consists of persons whose exclusive or primary emphasis is not on the rehabilitative aspects, but who regard membership in ASHA as a desirable supplementary affiliation.

Dr. Elstad: Dr. Fairbanks, what are the specific activities of the Association?

Dr. Fairbanks: Important among the specific activities of the Association are the annual convention, publications, and the evaluation of applications for membership. Once each year the Association meets in annual convention. This year, as for the past several years, it is meeting with the Speech Association of America. The meeting

will be held at the Stevens Hotel in Chicago on December 28, 29, 30. In 1950 we are striking out for ourselves and will meet either in October or November, the membership having demanded overwhelmingly that we move our annual meeting out of the Christmas holidays and regard this meeting as a business and not as a vacation. At each convention the program consists of material of general interest, and of reports of clinic programs, research, and clinical methods. Attendance at the meetings, it should be emphasized, is open to anyone and not restricted to membership. Our desire here is to disseminate new facts and to exchange information and discuss techniques.

Dr. Elstad: About what is the membership of your organization?

Dr. Fairbanks: 1500.

Dr. Elstad: You have your own publication or official organ. Will you tell us about that?

Dr. Fairbanks: The official publication of ASHA is *The Journal of Speech and Hearing Disorders*. This Journal is a quarterly, now half way through its fourteenth volume. Articles in the Journal divide themselves about equally into those concerned with practical, applied, clinical problems on the one hand, and those concerned with research and theoretical problems on the other. Analysis of the pages devoted to speech in comparison with those devoted to hearing through the 14 volumes of the Journal shows that the amount of material concerned with hearing has been growing progressively. In the June issue which is just off the press, almost half the articles deal with hearing! This has been the result not of editorial policy, but of the volume of work produced and the manuscripts submitted. *The Journal of Speech and Hearing Disorders*, like many other professional or learned publications, has a dual responsibility: On the one hand for publication of material submitted by members, and, on the other hand, to its readers, for presentation of this material in a manner that is clear, accurate, and economical. Its editorial policies are, then, designed to protect ASHA's members, both as writers and as readers. The Journal is distributed to all members of the Association, but any person may subscribe, and such subscriptions from non-members are very numerous. The Journal is produced by an editorial staff, consisting of Editor, Business Manager, and a group of Associate Editors selected as being representative of the various fields.

Dr. Elstad: This perhaps should have been asked earlier, but who are eligible for membership in your organization?

Dr. Fairbanks: I want now to make a statement about membership in ASHA. I want to do this with some care because I am afraid that many persons misunderstand the arrangement. The basic membership class in the Association is known as Associate Membership. There is no technical qualification for membership in this class. Anyone with a bachelor's degree, or its equivalent, who is a person of reputable ethical and moral character, may become an Associate Member. In other words, the only qualification for most educators is that of interest in the field. Most persons who are working as specialists in speech

and hearing disorders desire, however, to have their specialization recognized and apply for one of the advanced classes of membership. In general, there are two levels of these, which levels are determined by amount of training, experience, and evidence of leadership.

In the area of professional specialization, the lower of these two levels is known as Clinical Membership. During the present year the Association is working out a way of qualifying this class of membership by the term Clinical (Speech) Membership or Clinical (Hearing) Membership for those with recognized specialization. In general, membership in this class demands the bachelor's degree, the substantial equivalent or an undergraduate major in speech and/or hearing disorders, and one year of successful full-time experience in the field. Membership in this class amounts to approval or certification by the Association that a Clinical Member is a competent clinical specialist in the area designated. In parallel with this class of membership is Technical Membership. The requirements for this class are in the process of being worked out this year, but, in general, it will be used to recognize non-clinical activity of a scientific character for persons who are concerned less with the practice of clinical methodology than with the scientific aspects of normal and disordered speech and hearing and with research. We might distinguish the Technical Member from the Clinical Member by saying that the Technical Member is one trained in speech and hearing disorders, and not necessarily in the *correction* of speech and hearing disorders.

The grade of membership beyond this Clinical-Technical level, the highest grade that may be earned, is called Professional Membership, suitably qualified by Speech or Hearing to indicate specialization. Requirements for this level are the Master's degree or its equivalent, advanced special study beyond the clinical level, four years of professional experience in the field, and evidences of leadership. Persons certified in this grade are those capable of, and usually engaged in, directing clinical or other kinds of special operations, or having important responsibilities to them. The didactic parallel to this class is known as Research Membership. Its qualifications are not yet worked out, but probably will consist of the qualifications for Technical Membership, plus advanced training, research, four years of experience, and a number of research publications. ASHA also honors certain members by making them Fellows. The constitution provides that any member with qualifications for Professional Membership, who, through publications and other evidence, shows outstanding leadership, may be so designated. The Association has also elected a few Honorary Fellows from other tangent professions such as medicine, education, physics and physiology. The total membership list contains approximately 2,000 names.

Dr. Elstad: We certainly thank you, Dr. Fairbanks. One other question. Can members of this group be members of your group?

Dr. Fairbanks: It has been my purpose to describe the American Speech and Hearing Association. If any one engaged in education of

the deaf regards the activities of ASHA as of interest and importance to him, he will be welcomed as a member. And, as I stated earlier, anyone may subscribe to *The Journal of Speech and Hearing Disorders* and attend the annual convention without joining the association. We have no special desire to enlarge our membership or to increase the number of subscriptions to our Journal. But we welcome new memberships and subscriptions from those who can profit and who, in turn, can contribute their own special information to others.

I am not a teacher of the deaf, but it is my feeling that those who are have much in common with members of the American Speech and Hearing Association. Our membership rolls contain the names of many persons in your organizations. We hope that such contacts will continue and enlarge. We feel that there are great possibilities of fruitful cooperation between our Associations. Working together in our several ways, we feel that we can learn from you and, in a small way, contribute to you, toward the end that this mutual responsibility of ours, the improvement of services to the handicapped in speech and hearing, may be fulfilled.

Dr. Elstad: Audience, please remember to write out your questions and have them ready to send up to the stage after the six panel members have been presented.

MU IOTA SIGMA FRATERNITY

Mrs. Rhoda Samoore
Representative

Dr. Elstad: Now we are going collegiate as we bring into our panel discussion Mrs. Rhoda Samoore, an instructor here in the Illinois School for the Deaf. Mrs. Samoore is going to tell us about Mu Iota Sigma Fraternity. Unlike college fraternities, however, this one seems to welcome women members. That could be a very popular procedure in colleges, too.

Mrs. Samoore, will you tell us something about this unique organization you represent today?

Mrs. Samoore: Mu Iota Sigma was organized in 1931 by a group of students in the teacher training college at Central Institute for the Deaf. Its purpose is to promote pedagogical research and critical thinking, to encourage oral education and to elevate the profession of teaching the deaf. Socially, its aim is to promote a spirit of co-operation and fellowship among the members of the fraternity. Honorary membership has been conferred upon persons who have rendered distinguished service in the field of the education of the deaf. Among these honorary members are Dr. and Mrs. Ewing, Dr. Hallowell Davis, Miss Julia M. Connery, Dr. Harris Taylor and Dr. George A. Kopp along with other outstanding personages.

Dr. Elstad: What about membership in Mu Iota Sigma Fraternity?

Mrs. Samoore: Membership is limited to a student of any normal training school for the teaching of the deaf, a member of the faculty of a school for the deaf, and professional people interested in or work-

ing with the deaf. The minimum qualifications for active membership are two years of standard college training with a satisfactory general scholarship, an indication that there will be a continued interest in the growth of the profession, and a manifestation of desirable social qualities. There are three classes of membership: active, inactive and affiliate. Active members are those attached to a local chapter established at a school or including a group of schools, inactive members are those connected with a local chapter but excused from attending regular and special meetings, and affiliate members are those not connected with a local chapter.

Dr. Elstad: What has been the growth of your organization?

Mrs. Samoore: There are at present seven chapters of Mu Iota Sigma: Alpha at Central Institute; Epsilon at Illinois State School for the Deaf; Zeta at the Paul Binner School in Milwaukee, Wisconsin; Eta in Chicago; Theta at the University of Illinois; Iota in Sacramento, California; and Kappa in Cincinnati, Ohio.

Dr. Elstad: How are your purposes put into action?

Mrs. Samoore: The purposes of the fraternity are carried out by projects in the individual chapters and by national projects participated in by all the chapters. A national project, which appeals to administrators as well as teachers, is the one titled Publicity. The purpose is to interest people in the profession, the direct aim being teacher recruitment. One chapter has sent representatives to high schools and colleges in the community who have addressed several thousand youths just this year on the subject of the education of the deaf. This activity has had gratifying returns. It has resulted in actual teacher recruitment from hitherto "untapped" sources.

For the past year all the chapters have been participating in a project on reading and its problems in relation to the deaf. In addition to these activities, each chapter has its own individual projects; on language—a language outline by one chapter, a list of idioms by another, methods in language teaching by a third, annotating a bibliography, developing methods in social studies, to name a few.

Dr. Elstad: What provisions do you make for sharing your experiences?

Mrs. Samoore: The results of these projects are shared with the other chapters through its biannual newsletter and at the national convention held annually.

The convention is then something in which each member has an active interest and takes an active part. He is able to discuss his findings and profit from the opinions or results of the rest of the fraternity. That factor, not only at the convention but throughout the year, is one of the greatest advantages of this organization "of the teacher, by the teacher and for the teacher." The deaf child reaps the benefit in that a member of Mu Iota Sigma should, with all these opportunities, be a superior teacher.

Dr. Elstad: In view of the fact that we have several teachers' organizations already, do you feel that there is an overlapping of aims

and purposes that might make your members less interested in the others already organized? Does your fraternity do what college fraternities and sororities are accused of doing,—tend to cater to certain elements or factions in the teaching forces in the various schools?

Dr. Elstad: We thank you Mrs. Damoore. Audience, remember to write your questions. If you have used your card and have another question, just write on the back of your return trip ticket. We will accept that, too.

NATIONAL COUNCIL OF DAY SCHOOL TEACHERS

Mrs. Eunice L. Heinrichs
President

Dr. Elstad: Mrs. Heinrichs, you seem to have the opening spot on this panel. Would you first state the objectives of your organization.

Mrs. Heinrichs: The formal name of this organization is the "Council of Teachers of the Deaf and Hard of Hearing in Public School."

Its object is "to advance the educational aims and standards in our special field and to promote the exchange of professional ideas."

Dr. Elstad: I think our audience would like to know who your officers are. Undoubtedly many of these are here today.

Mrs. Heinrichs: At present, the officers are Mrs. Eunice L. Heinrichs, President; Mr. John Grace, Vice-President; Mr. Herman Goldberg, Secretary-Treasurer. Among members of the Executive Committee are Harriet McLaughlin, Past-President; Mr. Nathan Harris, Mrs. Serena Davis, Mrs. M. Catherine Wilman, Miss Sophia Aleorn, Miss Nellie McDonald, Mrs. Evelyn Stahlem and several others representing the East, Central and West Areas including Canada.

Dr. Elstad: Why do you feel that it is a good idea to have a special organization for day school teachers?

Mrs. Heinrichs: There is an upsurge of desire on the part of the day school teachers to keep abreast of new developments and to make their contribution to the training of the deaf and hard of hearing progressively more effective, for they feel that the day school movement has grown apace. Several factors caused this growth:

1. There was an effort to pattern schools for the hearing-handicapped after existing schools for hearing children.
2. Educational pioneers went across our country and started classes in day schools.
3. Many day schools were started on the ground of keeping deaf pupils at home because of the compelling desire of many parents to keep their children in the home circle.
4. Day schools grew in numbers because of the efforts of parents and teachers to educate the deaf by oral methods. "To many parents," writes the well-known educator of the deaf, Harris Taylor, "the double appeal that by means of day schools their children could

be educated through speech and lip reading and remain at home while receiving their education, has proved, is proving, and will continue to prove irresistible."

Dr. Elstad: I understand you have some interesting statistics that are pertinent to this discussion. Will you give these, please?

Mrs. Heinrichs: There were 8 day schools in 1887. At the last figure in the January 1949 Annals there were 114.

Dr. Taylor also quotes these figures:

In 1938 only . . . 12.6% were in one-teacher schools

33 1/3% had not less than 20 teachers

nearly 50% had not less than 15 teachers

more than 50% had at least 10 teachers

and 76 1/2% had at least 3 teachers

and 87.4% of the total number of pupils were taught in day schools of two or more teachers.

Therefore, the lack of proper grading applies to a very small percentage of day school pupils. "For the effective teaching of the deaf, an enormous amount of individual work must be done."—Taylor.

Dr. Elstad: You mentioned the statistics in the American Annals of the Deaf. I took the opportunity to look up the number of day schools having 15 or less than 15 pupils, and I find that there are 45 of these out of the 114, or close to 40%. Is it your opinion that classes this small can get proper grading so that the best work can be done?

Dr. Elstad: You feel, do you not, that your children can do about what hearing children do in school? Please enlarge on this.

Mrs. Heinrichs: After deaf pupils have been grounded in lip reading, language and speech, they need to learn the same content subjects as hearing children. In large cities, curricula that have been differentiated for varying ability groups can be adapted to the individual needs of the deaf. The help of expert supervisors in subject fields is available to the teachers of special schools and classes, as are also dental and medical services. Provision is often made for time allocated to religious instruction. School and home work together for regular attendance. Too, in cities, higher standards of educational training are required of teachers. For example, in Cleveland, an applicant must have at least a bachelor's degree.

Dr. Elstad: What part does the home play in the day school program?

Mrs. Heinrichs: It is life—valuable, normal life—to live in a family with its sorrows and joys. Living apart from his family for a dozen years or so, makes it hard for the deaf child to fit again into family and community life, which are integral factors in normal living.

How many of us have been disturbed occasionally by the emotional immaturity of parents and saddened by their rejection of their deaf babies. "How soon can I send him away?" "I just know I'll have a nervous breakdown if I can't put Bobby in a boarding school." Parents should learn to understand their handicapped children and to take the responsibility for them as well as for their normal children.

Dr. Elstad: What happens to your pupils when they leave your schools?

Mrs. Heinrichs: After the training in the day school, deaf pupils fortified by lip reading and speech may attend the excellent vocational high school of the city or the regular academic high schools. The deaf have always held their own in competition with the hearing in the industrial world, whereas the other physically handicapped have needed specially favorable conditions of work.

Dr. Elstad: About what percent of children in your own school of 108 are hard of hearing, have usable hearing with or without a hearing aid?

Mrs. Heinrichs: 117 children out of 177.

Dr. Elstad: This may be an unusual question, but how many of your teachers have ever visited a residential school for the deaf or worked in one? I realize this may be impossible to answer without a questionnaire, but what do you estimate?

Mrs. Heinrichs: About seven.

Dr. Elstad: How many residential school teachers have visited your school from year to year? I know this would have to be guessing, but it could be very illuminating.

Mrs. Heinrichs: Not very many. Dr. Abernathy has come.

Dr. Elstad: We want the audience now to write questions they may have and to keep them until they are called for. We are saving time for questions. They are your opportunity to participate. There will be time allotted.

NATIONAL FORUM ON DEAFNESS AND SPEECH PATHOLOGY

Dr. Helen Schick Lane
President

Dr. Elstad: We now turn to a very charming member of our panel, Dr. Helen Schick Lane, President of the National Forum on Deafness and Speech Pathology, and, on the side, Principal of Central Institute in St. Louis. Dr. Lane, it seems that your organization now holds the record for the longest name of any organization. We were relieved to get the American Association to Promote the Teaching of Speech to the Deaf out of the NEW LOOK class and back to a shorter length. Are you considering such a move? It is not necessary to answer that. In fact, it isn't in the script.

Dr. Lane: Will you tell us something about your organization?

Dr. Lane: The Society of Progressive Oral Advocates was created in July, 1947, in St. Louis under the guidance of Dr. Max A. Goldstein. The purpose of the organization was to advance educational measures of interest to the deaf along purely oral principles. The charter members were alumni of the Teachers' Training College of Central Institute for the Deaf but membership was open to everyone interested in the oral education of the deaf.

The first annual meeting took place in July, 1918, and the organization has held annual meetings continuously since that date with the exception of 1945 when the office of Defense Transportation requested that no meetings be held.

In addition to teachers in this field of special education, the Society gained the support of a number of prominent ear specialists from various medical centers. Practical demonstrations of the work done in the education of the deaf child were presented and otologists and teachers read papers and joined in the discussion.

Problems of speech pathology also came to the attention of the Society and teachers of speech correction found the meetings of value to them. One session of each annual meeting was devoted to Speech Pathology.

Dr. Elstad: Why was the name changed?

Dr. Lane: By 1940 Dr. Goldstein discussed with the Executive Committee the significance of the name—The Society of Progressive Oral Advocates. He felt that schools throughout the country had recognized the value of oral education and that speech was a part of every curriculum. It was no longer necessary to "advocate" an accepted method of instruction. The name did not indicate the speech pathology portion of the program. Requests were sent out to the members for suggestion for a new name. The members voted to change the name to the National Forum on Deafness and Speech Pathology.

This has been an appropriate but rather unwieldy, long name for the organization. It has become national in its membership—and as a forum is a true public meeting of teachers, otologists, parents of deaf and speech defective children and students interested in discussing problems of deafness and speech correction.

Dr. Elstad: When and how often do you meet?

Dr. Lane: The annual meetings continue to stress practical demonstrations of teaching methods, papers on related research and teaching techniques. Proceedings are published in "Oralism and Auralism." There is a membership of 200 and meetings have been scheduled in late winter or early spring. The time and place of the meeting is selected by the Executive Committee.

Dr. Elstad: We are all more or less acquainted with this group and its work. I hope those of you who have questions will ask them by using the cards, or any piece of paper will do. We want your contributions. Thank you, Dr. Lane.

WEDNESDAY AFTERNOON PANEL

June 22, 1949

Leonard M. Elstad, Chairman
Gallaudet College, Washington, D.C.

We will now continue with our panel discussion. We have an interesting group of organizations represented this afternoon. I think it is most fortunate that we can have these groups represented so that we may all know more about their activities in behalf of the deaf child. I

am pleased to introduce them to you at this time in the order in which they will be heard.

Miss Mary L. Thompson, Executive Secretary of the Chicago Hearing Society, who will represent the *American Hearing Society*.

Miss Jayne Shover, Consultant, Speech and Hearing Rehabilitation, who will represent the *National Society for Crippled Children and Adults, Inc.*

I would next like to introduce Dr. Arthur L. Roberts, President of the *National Fraternal Society of the Deaf*, who will represent that organization. Dr. Roberts is deaf and we will use an interpreter for his remarks.

We are fortunate to have Miss Genevieve Drennan, Assistant Director, Education for Exceptional Children, Those with Impaired Hearing, from the Department of Public Instruction, Springfield, Illinois, who will represent the *International Council for Exceptional Children*.

Now, it is my pleasure to introduce Mr. Robert M. Greenman, up until this June instructor in the Ohio School for the Deaf, and next year to be an instructor in the Central New York School for the Deaf in Rome, New York, who will represent the *National Association of the Deaf*.

And last, but by no means least, we are pleased to have Mr. Boyce Williams, Specialist, Deaf and Hard of Hearing, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C., who will represent the Office of Vocational Rehabilitation.

Well, there you are, and here we are, ready for action. A very imposing array of experts we have gathered together here for your edification.

Now, please remember to use your cards or any paper you may have to write your questions. Hold them until the close of the presentations when we will collect them and present them one by one to the panel for answers. If you wish to direct your question to a certain individual, please do so.

NATIONAL FRATERNITY SOCIETY OF THE DEAF

Dr. A. L. Roberts,
President

Dr. Elstad: Now we turn to an organization that is different. This organization is the National Fraternal Society of the Deaf. Its members are all deaf. Its officers are all deaf. It is a flourishing organization. Dr. Roberts, its president, told me at first that he did not feel his organization had a place in this discussion. We feel that it does, if for no other reason than that instructors of the deaf should know what their pupils do when they leave school. Too little is known about our adult deaf. I am proud to present Dr. A. L. Roberts, President of the National Fraternal Society of the Deaf and I want him to give us a short explanation of why the N. F. S. D. was organized, how it has grown, and what it offers its membership.

Dr. Roberts: (Please prepare a short descriptive account of these facts. These are impressive and the teachers should know them.)

Dr. Elstad: Now, Dr. Roberts, you have a special message on a very important matter which concerns the deaf as a group, and should concern our teachers of the deaf and administrators, too. Will you please give us this message now.

Dr. Roberts: How can we lessen, if not obliterate, the evil of mob peddling and begging by the deaf?

The history of the deaf over the centuries shows that they have risen very slowly from the level of outcasts, without rights and privileges of any kind, to their present position of educated and respected citizens with all the rights and privileges that go with citizenship.

Our schools take justifiable pride in their product, because in educating the deaf for citizenship they have performed a modern miracle. They send out into the world each year hundreds of young deaf men and women to whom they have given the working tools for earning their own living.

But when so many of the deaf become the willing serfs of peddling and begging mob leaders, and their number and audacity increase daily, isn't there something lacking in their education during their formative years?

All of us recognize the harm mass peddling and begging do the deaf as a class. The mass appeal to the pity of the hearing public on the part of these beggars injures the social, industrial, and moral standing of the deaf. It makes it harder for the honest deaf to obtain employment. It makes them personally objectionable to hearing people engaged in business and other pursuits. It brings all of the deaf—both honest and dishonest—down to a low common denominator. If this mendicant class continues to increase at the present rate, in time all the deaf will come to be regarded as a dependent class and no confidence will be reposed in them by the public.

None of us wants to see the deaf brought down to the level on which history first records them. It would nullify the efforts of our educators, squander the millions spent annually for their education and preparation for life, and make many ashamed to be classified with the deaf.

How can our schools lessen, if not wholly do away with, this trend to peddling and begging which has become so noticeable in the last decade? Twenty years ago, it was rare to see a deaf peddler, and rarer still to see one of them begging and accepting "gratuities" from the public. Now cunning mob leaders find it easy to recruit beggars who prey on the sympathy of the public, traveling around the country in motorcades, and descending like locusts on towns and cities.

One way our schools might help is in trying to instil in our pupils, beginning at an early age, a greater degree of independence and a dislike for pity, a greater pride in good work done and a loathing for idleness and incompetence, a greater desire to be respected members of the community and a hatred for peddling and begging.

in any form, as a shameful and degrading occupation. We cannot hope to teach our children from books alone. Perhaps we could place greater emphasis on extra-curricular activities. Perhaps we could restore in some measure the old-time chapel assembly, where talks on morals and ethics could be given to a greater extent. Many deaf men and women who finished school twenty or so years ago have testified that the old-time chapel talks were extremely important in forming their concept of life and its responsibilities. When these extra-curricular talks are left to busy teachers in their classrooms, there may not be time for them, and if given there, the effect on pupils is far less than it would be in a chapel assembly.

Idleness and incompetence and downright good-for-nothingness, of course, may be found to some extent in any class of people, and we must also expect to find it to some extent among the deaf, for they are only human. But with the rapid growth during the past few years of these peddling and begging gangs, we should pause and take notice, and do our best to lessen the evil.

Dr. Elstad: This is a most important message and a disturbing one Dr. Roberts has presented the problem clearly and he has asked us as teachers what we can do about it. Dr. Roberts, what is the attitude of officers of the law when these persons are caught?

Dr. Roberts: (It might be well to state that they often just kick them out and tell them to stay out.)

Dr. Elstad: We thank you, Dr. Roberts, and we hope that many questions will come up.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

Miss Genevieve Drennan, Representative

DR. ELSTAD: Miss Drennan your organization is the International Council for Exceptional Children. We have discussed the crippled children, and it is surprising how a definition can include so many. You have another word for the same child. You call him "exceptional" and there are many exceptional children. May we have an opening statement from you at this time?

MISS DRENNAN: The International Council for Exceptional Children is not an organization just for teachers of children who are deaf—we must realize that the Council is composed and made up of ALL PERSONS interested in the child with exceptional problems. These persons are from many teaching fields, from the social service fields. They are parents, professional and non-professional people. We have a wide group to gain from and a wide interest group from which we, in turn, can gain.

Contacts: Because of the varied interests, fields, opinions, studies and methods used by the members of the Council there is opportunity for us to widen our horizons, not only in our own field but obtain insight into the work of the "other fellow." The fact that teachers of the visually impaired, let us say, have problems shows us that we are not so badly off, after all.

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Philosophy: In the "council" we find that the philosophy and understanding of the growth and development of the child is of utmost importance to all of us. For children with acoustic handicaps are, first and foremost, children—as are all other exceptional children. This common bond of feeling and understanding exists between all members of the Council, making us feel a oneness—that we are not isolated in our particular profession. There are large numbers of us, working for children—children who are exceptional in some respects but very normal in all other things.

Dr. Elstad: What have the local chapters to offer teachers of the deaf?

Miss Drennan: What local chapters of the organization have to offer teachers of the deaf depends, of course, on where we live, how many activities we have, the size of our chapter, number of meetings it has and the interest we ourselves have in the group. It seems the persons who do the most in contributing time and effort to a council affair gain the most from it. The teacher of the deaf, gets from her local chapter just what she puts into it.

The teacher who is on the program committee can make sure that some phase of the hearing problem will be discussed at some meeting during the year; teachers of average children can be invited as guests and gain a better understanding and feeling about the hearing impaired children in their building, or many of residential schools with chapters make a point of having others than themselves belong to their group so that growth and understanding can be achieved on both sides.

Dr. Elstad: What can you tell us about your conventions?

Miss Drennan: A year ago the International Council for Exceptional Children met in Des Moines, Iowa, for the annual meeting. Anyone attending that particular convention felt it was very outstanding. Teachers of the deaf were delighted to find so much of the program (not that any other phases of work with handicapped children was slighted) dealing with their particular interest. Such subjects as: "The Nursery School for Deaf and Hard-of-Hearing Children," Alice Steeng; "Comparative Effectiveness of Two Test for the Deaf" by Dr. Sam Kirk and June Perry; A Symposium on the hard-of-hearing child discussing Oregon's Program, the Constance Brown Society for Better Hearing, The Language Problem of the Severely Hard-of-Hearing Child, The Part Played by Medicine and the convention itself was highlighted by Mrs. Spencer Tracy—whom we hear each time with increasing amazement, pleasure and interest.

This year, in San Francisco, the convention program was planned differently but something was offered to the teacher of the deaf. Dr. O'Connor, Dr. Robert West and Mr. Cloud were discussants of the topic "Improving Facilities for the Acoustically Handicapped Child!" Opportunity was given for visitations to the Oakland and Berkeley Schools for the Deaf—and some teachers of the deaf were able to continue down to Los Angeles to visit the Bennet School, the Tracy Clinic, and other Speech and Hearing Centers.

Dr. Elstad: You have a fine publication. Will you tell us about that?

Miss Drennan: Every field has its special bulletin or pamphlet that is devoted to the interests of the persons who read it. The Council, too, has its official organ which covers all phases of work with the exceptional child. As many of our children with impaired hearing have multiple-handicaps (cerebral palsy, low vision, mental retardation) it is necessary for us to know about the work being done in the various fields, but we certainly don't have the time to read all the professional magazines we receive now. *The Journal for Exceptional Children* gives us many and varied articles covering the new work and studies being done in the different fields. Specifically—does the Journal have anything just for teachers of the deaf? It depends upon what articles have been submitted to the editor, but in looking hurriedly over the issues of the past year we find: "The Role of the Otolaryngologist with the Hard of Hearing Child," Dr. Lierle, February, 1949; "Appraisal of the Reading Abilities of Acoustically Handicapped Children," Gladys S. Pugh, October, 1948; and "Vocational Adjustments as a Public School Service for Acoustically Handicapped Children," Thomas H. Poulos, April, 1949. These articles discuss pertinent questions and certainly furnish teachers with material for further thought. Many of you recall articles on hearing aids, math, the teaching of social studies and others pertaining to our work in past issues.

Of importance in the *Journal* is the section devoted to "Current Literature" which offers abstracts and selected references in varied fields, but definitely labels one—Section on Auditory Impairments. Outstanding articles appearing in *Volta Review*, *Elementary School Journal*, and national educational magazines are abstracted for our rapid reading and information. Monographs and new books, hot off the press, are listed for us. Isn't that an easy way to learn about what is being written?

Dr. Elstad: You summarized your material very well in a letter to me. Will you please give us this summary?

Miss Drennan: Teachers of the Deaf are a we group. International Council for Exceptional Children offers them:

- (a) Encouragement and assistance in the promotion and extension of activities pertaining to the education and welfare of children.
- (b) A better understanding of all problems relating to exceptional children.
- (c) Encouragement and promotion in research as a means of understanding these problems.
- (d) Development of high standards of practice in all phases of work with exceptional children.
- (e) The *Journal* with its abstracts, articles, monographs and reviews.
- (f) Any other publications put out by the Council during the year, as a result of its research.

(g) Work with a group of people organized to further any special field of education.

Dr. Elstad: We do thank you, Miss Drennan, for your part in our discussion. I feel certain there will be questions. Remember, audience, this is your program. Take part in it through the question and answer method.

SIXTEEN STEPS IN THE PHILOSOPHY OF SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

Ray Graham
(Points Given in Talk)

1. Every child in Illinois is entitled by the Constitution to educational opportunity.
2. Every child is entitled to a program of education wherein he can experience success.
3. The program of special education must be adjusted to the needs, interests, abilities, and disabilities of each individual child.
4. The handicapped child may have additional handicaps as a result of social considerations.
5. The handicapped child may be normal in all respects but his handicapping condition.
6. Education is the development of the personality. Even trained skills and abilities become part of that personality.
7. Special education of exceptional children must be supplemented by Adult Education: (1) of handicapped adults, and (2) of adults who have contacts with exceptional children.
8. Special education is *a part of and not apart from* the regular program of the school.
9. The American and democratic way is to furnish remedial and preventative help rather than mere maintenance.
10. It is sound economy to spend a few hundred dollars for training in the developmental years of an individual's life, and thus equip him for social and vocational living, rather than to spend many hundreds of dollars throughout his life for custodial care.
11. The goal of special education is the social and vocational adjustment of the individual.
12. The responsibility to exceptional children is both local and state.
13. Segregation of exceptional children should be reduced to a minimum.
14. Special education does not relieve the regular school or teacher of responsibility for the exceptional child. It offers special services to supplement the regular school program.
15. Special education is not special education unless special services are needed and furnished. It is not a program of convenience, but one that meets the needs of the individual child.
16. Special education is not what is done for a child but what is done to him.

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

Jayne Shover
Representative

Dr. Elstad: Now, Miss Shover, we want to learn more about the National Society for Crippled Children and Adults, Inc. Will you give us a descriptive opening statement concerning your organization?

Miss Shover: The National Society for Crippled Children and Adults is just a little younger than the American Hearing Society. It was organized in 1921, and now has a Chicago headquarters with affiliated state units in forty-six states as well as the District of Columbia, Alaska, and Hawaii. There are more than 2,000 state and local units organized. I am here today because the National Society for Crippled Children and Adults is as interested in the hearing handicapped as in all other handicapped.

Dr. Elstad: What does your organization consider a crippled child?

Miss Shover: We interpret the term "crippled" in its broadest sense, to include all types of handicapped. Our philosophy is based on the premise that every handicapped child and adult is entitled to and should receive the services which he needs to make him a part of, not apart from, society.

We believe that those services fall into the areas of health, welfare, education, recreation, rehabilitation and employment, and that all are necessary to serve the individual as a whole. In many cases, for instance, a hearing defect may be a greater handicap than an orthopedic defect. Especially in cerebral palsied children and adults, for whom we are currently building an intensive program, do multiple handicaps present serious problems. Adequate services for a cerebral palsied person, child or adult, cannot be provided, therefore, without an awareness that hearing is a part of the total picture.

The National Society for Crippled Children and Adults provides important direct and indirect services which supplement and extend, but do not duplicate those of other agencies.

We believe that only through the most effective teamwork and cooperation between public and private agencies, individuals and groups, will this country ever realize the objective of a truly effective program for the handicapped.

Dr. Elstad: In the material you sent me you listed several indirect services your organization provides. I am going to ask you to go over these hurriedly so we can get to the specific direct services.

Miss Shover: High on the list of indirect services is legislation. In the past year, several state societies, with the help of other agencies and individuals, have fostered legislation for special education of handicapped children. The state societies are urged not to limit their efforts to legislation for the orthopedically handicapped child or, for that matter, for any special diagnostic group, since all children should be served. The interest of the hearing handicapped child is not neglected because the particularly active group in any one state may

happen to be most interested in orthopedically handicapped children.

Secondly, we offer indirect services relating to the campaign for elimination of architectural barriers. We are deeply concerned about building with stairways to climb; about public libraries which handicapped people cannot enter because steps offer insurmountable obstacles to persons using crutches. We are likewise concerned about acoustic trauma. For example, a short time ago, our architectural consultant picked up a completed blueprint for a special education unit which is located in one of the noisiest parts of a highly industrialized area. Although acoustic trauma might be a serious problem in the schoolroom there, you may be assured that the problems of the hearing handicapped would be given careful consideration because this consultant is on the staff of the National Society for Crippled Children. Thus, you may see that we are working not only toward removal of barriers in the form of physical obstacles, but toward creation of surroundings conducive to the best results in educational service and medical care.

A third indirect service is recruiting professional trained personnel. Lack of personnel has for years been the greatest obstacle in developing services for the handicapped. In the past year, members of the National Society staff have given numerous lectures to the student bodies of colleges and universities. Professional staff members who give such lectures bear in mind the need for personnel, not only for our own projects and services but also for projects and services of other public and private agencies. Every attempt is made to present a united front on the need for personnel.

A fourth indirect service is the provision of scholarships. Twenty-three states provide such scholarships for training of speech and hearing therapists. During the past month, local society secretaries in four states have received urgent requests for speech and hearing services. Because this is regarded as a highly important area of service to handicapped children and adults, these states are eagerly looking to us for assistance. They are asking that we help the college and university classes to find more teaching potentials, to help supply this great demand. Again, cooperatively we are attempting to give that assistance to speed this recruitment of personnel and training which is so urgently needed for your programs and for all the programs of the handicapped.

Fifth, member units of the National Society in three states have underwritten salaries of faculty members to assist in developing special education courses in a university curriculum. North Carolina is an example of that particular type of service, and has underwritten the salary of a professor of special education at the University of North Carolina. It is interesting to note that the special education program at the University does not serve the crippled children alone; it does not serve the speech and hearing handicapped alone, but, instead, serves all handicapped children, although their summer program includes a special section for children with hearing handicaps.

A sixth indirect service is teacher training. At the request of some of your leaders, a speech and hearing counselor service was developed in Arizona. This counselor followed the pattern of visiting local areas, conducting clinics, and doing teacher training on a year-round basis and in addition conducting a speech and hearing center at the teacher's college at Flagstaff in the summer, and at Tucson in the winter. Petitions for this type of service are coming from many states. With limited personnel and limited funds, it will be difficult to fulfill those requests but they will receive every possible consideration.

Seventh, some states operate summer centers in special education in speech and hearing for handicapped children, which provide not only excellent clinical practice for teachers, but also provide individual case service to children and unexcelled opportunities for parent education. Through these centers the values of intensive therapy are demonstrated in the hope that a year-round program will be supported in the children's own communities when they go home.

Lastly, but high on the list of important indirect services, are exhibits. Out of twenty-nine exhibits by the National Society this past year at national and state meetings of medical and other groups, twenty-eight have given some attention to hearing, and bulletins have been made available, highlighting the news and describing the services of the American Hearing Society and the Volta Bureau as well as the National Society.

Dr. Elstad: You listed some very interesting direct services which we would like to hear about. Will you tell us about how you extend your services to isolated areas?

Miss Shover: In the area of direct services, I shall mention only those touching on the field of hearing, pointing out to you that our function in the field of specific services per se, is limited. Our greatest contribution in that field is in the areas where the service is correlated and aligned with other services which we give.

First, there are the mobile clinics. Many years ago, Dr. Newhart spoke to me of his dream of bringing service to rural areas. Two years ago his vision was realized when our Minnesota Society for Crippled Children established a mobile clinic for speech and hearing, in co-operation with the University of Minnesota. According to Dr. Bryngelson, the Director of the Clinic, an immediate result was the necessity of speeding up the addition of hearing services at the University itself. That mobile clinic has served more than 71,000 children, and, in turn, has arranged with public and private agencies for proper medical referral and care, educational programs, and other types of services needed. Although some of these services are not yet available, many of them with good planning, can be provided.

This summer the Minnesota Association, in cooperation with the School for the Deaf and the University of Minnesota, will give intensive training in speech and hearing to 100 children from the rural areas, so that these children will be able to attend regular schools in their home communities.

In its recent nation-wide study, the Academy of Pediatrics pointed out that practically 37 percent of the nation's children are in rural areas, and that an effort must be made to reach these children. Mobile clinics are one answer. North Dakota has had one in operation for almost a year, and other states are planning mobile clinics with properly supervised speech and hearing centers following the standards of the American Academy of Otolaryngology and the American Speech Correction Association. These states are anxious to cooperate in every way with all American Hearing Society centers in those areas.

Dr. Elstad: You have listed another direct service which emphasizes state-wide counseling in speech and hearing. Will you explain that, please, Miss Shover?

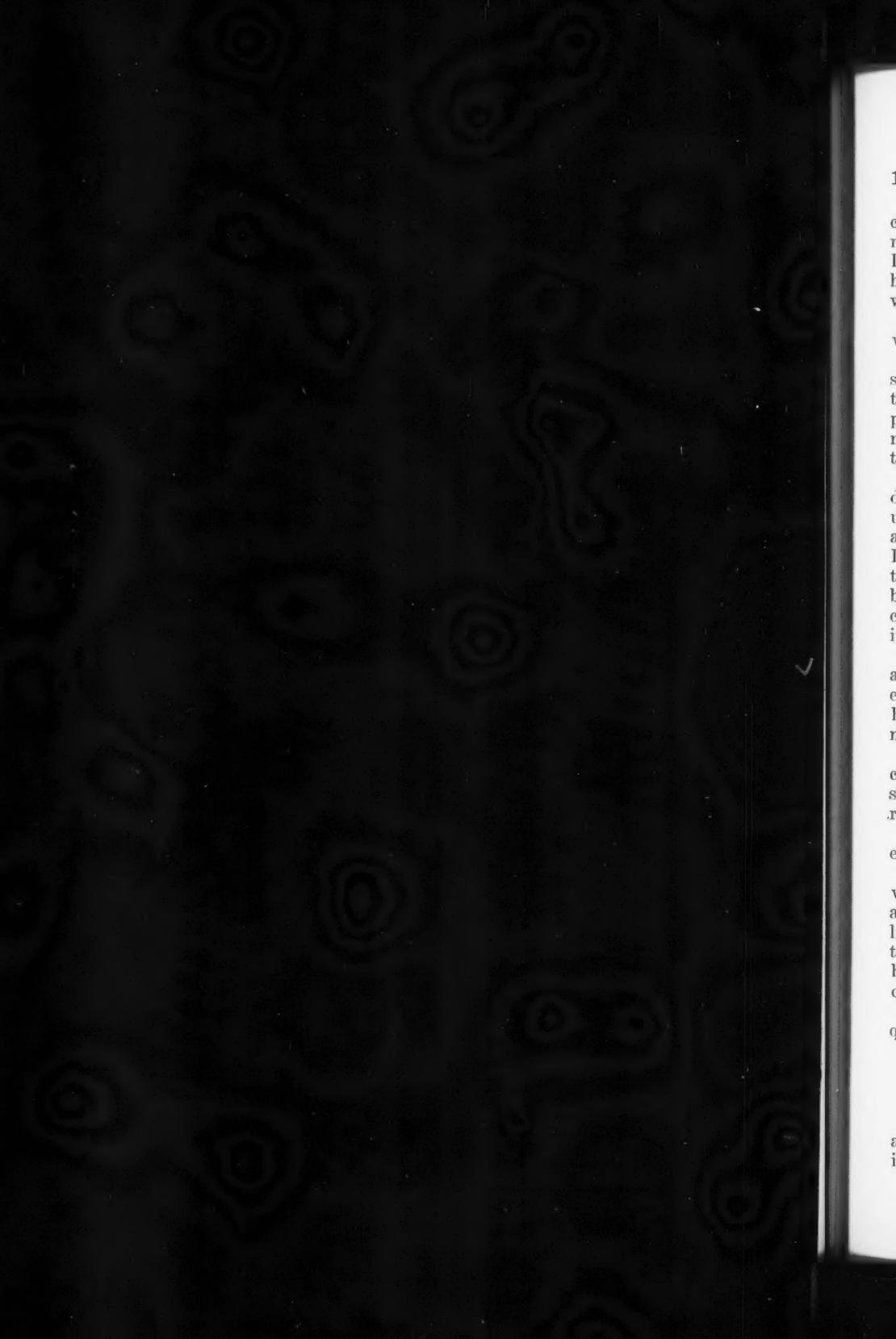
Miss Shover: A second type of direct service is state-wide counseling in speech and hearing. It was Betty Wright of your own American Hearing Society who four years ago specifically requested the Vermont Society for Crippled Children to include in its program services for the hearing handicapped child. A year and a half was required to mobilize state resources, to set up a working plan with the public and private agencies. A well trained and experienced counselor was appointed, who worked out a splendid program with pediatricians, with otolaryngologists, and with orthodontists, for cooperative assistance in clinics and in the work at three or four centers throughout the state. We are looking forward to the time when adequate legislation will assure that the public services will take their proper share of this program.

Dr. Elstad: You also operate speech and hearing rehabilitation centers. May we hear how these operate?

Miss Shover: The third type of direct service from affiliated units of the National Society for Crippled Children and Adults is the operation of speech and hearing rehabilitation centers. For example, in the city of Memphis, Tennessee, such a center has been established in the Tennessee University Medical School, cooperatively sponsored by the Junior League of Memphis, and the Shelby County and Tennessee Society for Crippled Children. The Society for Crippled Children is underwriting personnel costs and the Junior League is providing the equipment. This meets an urgent need on the part of both children and adults in the area for accurate hearing testing, proper medical care and remedial instruction such as speech correction, acoustic training, lip-reading, etc. Another example of a similar but less elaborate project is that of the New York State Association, which is assisting Syracuse University in developing a hearing center with complete services.

Dr. Elstad: Are the requests for these clinics increasing?

Miss Shover: Requests have come to us from five cities in one state for speech and hearing conservation programs and rehabilitation centers. In accordance with our established policy, we first ask that each clear with existing Hearing Societies. Our societies for crippled



children will do what they can to cooperate in helping to meet this need. If we cannot do all you ask in those areas, you will understand, I know, that there are vast numbers of other crippled and speech handicapped children and adults without hearing handicaps whom we feel a particular responsibility to serve.

Dr. Elstad: Miss Shover, you have several other direct services which are offered. Will you briefly list these and explain them?

Miss Shover: A fourth area of direct service is through itinerant speech and hearing therapists. There are twenty speech and hearing therapists whom we know, whose salaries are completely or partially paid by county societies for crippled children. These therapists serve not only speech handicapped but hearing handicapped children in their communities.

A fifth direct service in the hearing field is on parent education for deaf children. Although we have done very little in this area, we do urge the state societies to cooperate with other public and private agencies in stimulating the development of parent training institutes. In Iowa, in the summer of 1947, the state society for crippled children, the state university, and the department of education cooperated in bringing in outside specialists for just such an institute, providing clinical demonstrations, diagnostic examinations, and parent participation in discussion of methods of working with their children.

Sixth, many, many states purchase hearing aids and equipment as a direct service. In more than three-fourths of the states, funds are expended by the societies for crippled children for hearing aids and hearing equipment; and for audiometers for schools, clinics, treatment centers, convalescent homes and hospitals.

Seventh, medical care and treatment for deaf and hard of hearing children are offered as a direct service in many of the states, where such children do not qualify for care through other private or public resources.

Dr. Elstad: What do you have to say about the overlapping of efforts with other agencies?

Miss Shover: What we are able to do in the hearing field is, in no way, all that we would like to do. The Societies for Crippled Children are eager to help you and willing to work with you. There is too little time and too much to do to be too concerned about who is going to do what. The National Society for Crippled Children and Adults believes that if we will all plan together and work together, we will come closer to realizing the goals of service we have set.

Dr. Elstad: We do thank you, Miss Shover. I know there will be questions on your presentation.

OFFICE OF VOCATIONAL REHABILITATION

Boyce Williams,
Representative

Dr. Elstad: And now, last, but not least, we are pleased to hear about a Federal Agency, the Office of Vocational Rehabilitation. This is a most influential activity, and our instructors need to know more

about it. Mr. Williams, a graduate of the Wisconsin School for the Deaf, Gallaudet College, and with a Master's degree from Columbia University, is to represent this organization. Mr. Williams, just what is your set-up?

Mr. Williams: The Office of Vocational Rehabilitation is the Federal partner in the State-Federal civilian vocational rehabilitation program. Each of the 48 states, the District of Columbia, Hawaii, and Puerto Rico maintains a division of vocational rehabilitation which is dedicated to restoring to renumerative or more advantageous employment handicapped persons whose disability is considered to be an employment handicap. The determination of a disabled person's eligibility for rehabilitation services and the actual extension of these services are responsibilities of the 51 State agencies serving the deaf.

Dr. Elstad: Please tell us what some of the services rendered are.

Mr. Williams: The services provided are medical examinations; medical services as needed; prosthesis such as hearing aids, eyeglasses, dentures; individual counseling and guidance; prevocational and vocational training; maintenance and transportation during rehabilitation; necessary tools, licenses, and equipment; placement in the right job; and follow-up to ascertain that job and employee are properly matched. In providing these services, the rehabilitation counselor is a coordinator of community resources. He may provide only the counseling and guidance which are the core of the rehabilitation program. The other services may be purchased, or secured without cost, from cooperating organizations and institutions.

Dr. Elstad: What is the state set-up?

Mr. Williams: The State rehabilitation agencies, of course, regard the deaf as eligible for rehabilitation services without question. Through thorough diagnosis of the individual's educational and employment histories, his mental and physical capacities, and so on, the counselor and the client work out together a vocational rehabilitation plan that is patterned to fit the client's needs in preparing himself for the most suitable occupation. From time to time, counselors encounter disabled persons, some of whom are deaf, who are found to be unfit for vocational rehabilitation. The reason might be a severe secondary disability such as spasticity, active tuberculosis, or mental backwardness. The person may not be cooperative. Community resources necessary to carry out the individual's rehabilitation plan may not exist.

Dr. Elstad: Just how extensive is your work? And how does it appeal to teachers of the deaf?

Mr. Williams: From year to year an increasing number of deaf persons are being rehabilitated. In 1948, the number was 1,064. Teachers of the deaf appreciate the value of the rehabilitation service to their former students. Many are anxious to know how they can assist in making the program still more effective.

Their cardinal contribution is to do all they can to develop in each student a wholesome attitude which is the one vital necessity to

employment of any kind. By stimulating the development of power of adaptability, by insisting upon accurate measurement, by providing full opportunity to develop skill, and by supplying comprehensive instruction in actual conditions of employment, teachers enhance each student's capacity to receive advanced vocational training from the rehabilitation agency when he is sufficiently mature to make an intelligent choice.

Dr. Elstad: Are there other ways in which teachers can contribute to rehabilitation?

Mr. Williams: There are other important ways in which teachers can contribute to effective rehabilitation services for the deaf. The first is to make it his special province to see that every deaf person who needs or can benefit from rehabilitation services is aware of his rights under Public Law 113. One is to welcome the rehabilitation counselor's participation in planning for each deaf person while he is still in school. The teacher may assist the counselor in diagnosing the vocational capacities and interests of each student through explaining the latter's school history, his health history, his aptitudes and interests, his family background, and so on. The teacher may be of extraordinary value as an interpreter. He may simplify the rehabilitation process to some extent by providing recent comprehensive medical reports of the individual. He may provide the counselor with the results of psychological tests or create the opportunity for the counselor to carry on a psychological testing program. He may cooperate with the counselor in securing part time on-the-job training for students in their last year or two of school. Everything that the teacher can do to ease the student's sudden transition from sheltered life to competitive independence contributes to his welfare and accordingly the effectiveness of rehabilitation planning for him.

Another contribution that teachers can make is to make themselves available as resources for the rehabilitation of the deaf. This does not refer alone to lip reading and speech correction instruction, both of which are in short supply in many areas. We also need tutors for selected cases. We need personal adjustment and prevocational training resources for those who have never had formal education and for some whose school experiences were not profitable. Only skilled teachers of the deaf can meet these important needs.

Dr. Elstad: We hope now that there will be many questions. Thank you, Mr. Williams.

VOLTA SPEECH ASSOCIATION FOR THE DEAF

Dr. Clarence D. O'Connor
President

Dr. Elstad: We now take up the work of a very famous organization. Its former name has been referred to. Now it is easier for those who will to write checks to this organization because the new name will fit on a check. Dr. O'Connor will be glad to demonstrate. Dr. O'Connor, as president of this great organization, what can you tell us about its beginnings?

Dr. O'Connor: The Volta Speech Association for the Deaf (formerly the American Association to Promote the Teaching of Speech to the Deaf) was established and endowed by Alexander Graham Bell in 1890 to assist and encourage schools for the deaf in their efforts to teach speech and lip reading. However, from the very beginning so many hard of hearing adults were clamoring for guidance and information, that the scope of the work immediately broadened to include service to persons of all ages and with all types and degrees of hearing impairment. Today this service is world wide.

Dr. Elstad: Will you distinguish between the Volta Bureau and *The Volta Review*?

Dr. O'Connor: (I think this might be explained so that those who are confused will know. Also, why "VOLTA". Many do not know what it means.)

Dr. Elstad: What about membership?

Dr. O'Connor: The membership, which has just reached an all-time peak, is made up of educators of the deaf, parents, hard of hearing adults, hearing aid representatives, physicians, speech therapists, and friends of the cause.

Dr. Elstad: Will you give us some information about the changes that have been made at the Volta Bureau.

Dr. O'Connor: The Volta Bureau building has recently undergone extensive alterations and the controlling Association is ready for a period of expansion, provided funds are available. (You might elaborate on this, giving information on number of floors, use of each floor, etc.)

Dr. Elstad: Will you tell us about your teacher training program?

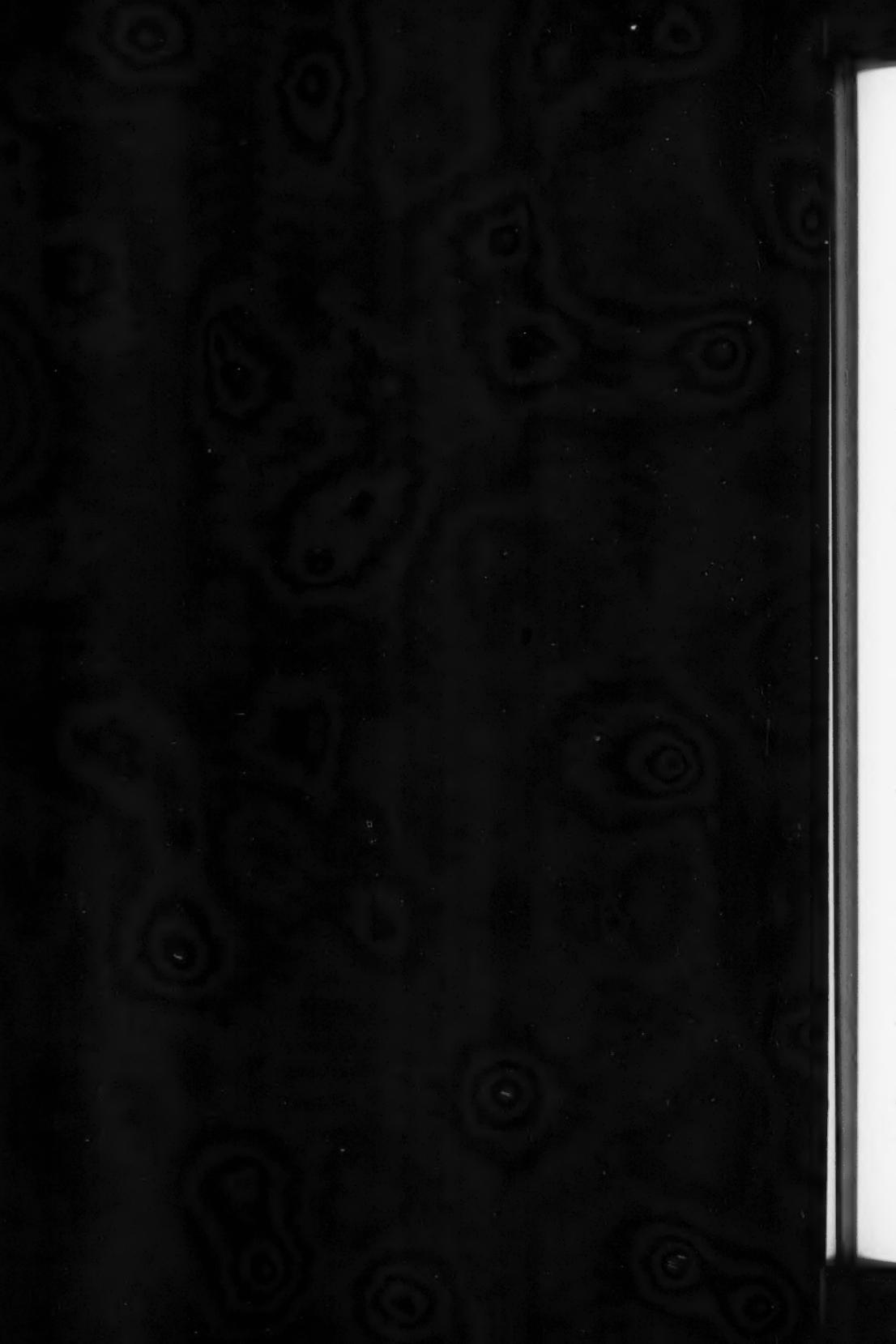
Dr. O'Connor: The Association promotes a teacher training program and takes the firm position that teachers being adequately prepared in this highly specialized field need supervised school room practice every day along with their academic university subjects and special lectures. The Association has a committee on Teacher Training to set up and publicize acceptable standards.

Dr. Elstad: Will you now tell us about your wonderful library?

Dr. O'Connor: The Volta Bureau houses the finest library on deafness, speech, and related subjects in America, perhaps in the world. It contains thousands of books, pamphlets, and periodicals printed in 20 different languages. These date back to old and rare publications and down to the present time to include new works right off the press. This material is used by students from all parts of the world.

The Bureau's storehouse of information has been drawn on freely by such government departments as the Army, Navy, and Veterans Administration in setting up their rehabilitation programs. The same wealth of information is the very backbone of the replies to letters of inquiry which leave the Bureau offices by the thousands each year.

The Volta Bureau publishes a few books, and distributes these and many more as a special service. Thousands of pamphlets, mostly reprinted from the *Volta Review*, are sold at a nominal price. This



feature, too, is a service, but one which pays for itself.

Dr. Elstad: What service do you render parents of deaf children?

Dr. O'Connor: Perhaps the finest offering is the guidance for bewildered parents of deaf children. Through the Bureau's own publicity avenues and many referrals from cooperating agencies and individuals, including educators of the deaf, physicians, hospitals, speech and hearing clinics, and hearing aid dealers, these young parents write for help. A free kit of information, including referrals to schools, is promptly mailed out. The Bureau also conducts a correspondence club, through the medium of which the parents exchange experiences and study articles on accepted procedures in the education of the deaf.

Dr. Elstad: Do you have services for the hard of hearing?

Dr. O'Connor: Hard of hearing adults also receive information kits, including lists of accepted hearing aids, lists of hearing aid clinics, referrals to teachers of lip reading, to organizations for the hard of hearing, and to the state and federal vocational rehabilitation services.

Dr. Elstad: What other requests come to the Volta Bureau for help?

Dr. O'Connor: Sociology students, pediatricians, teachers in training, librarians, writers, broadcasters, and research workers present queries by the score. One of the latest services offered by the Volta Speech Association for the Deaf was the lending of some antique hearing aids for use in a television program. The Association moves forward with the times.

Dr. Elstad: What are some of the greatest needs of the organization which the instructors of the deaf might help to accomplish?

Dr. O'Connor: (You might use this opportunity to suggest greater membership. Isn't it true you need other things in connection with the new building?)

Dr. Elstad: We do thank you Dr. O'Connor, and I think there will be questions about your fine organization from the floor.

Will all those who have questions pass them to the center aisle where they will be collected and brought to the platform. We will answer as many as we have time for.

WHAT A SUPERINTENDENT EXPECTS OF HIS TEACHERS AND SUPERVISING TEACHER

Stanley D. Roth

Superintendent, Kansas School for the Deaf, Olathe, Kansas

Not so long ago I saw a statement in the Kansas City Star that went something like this: "In our public schools today, the teachers are afraid of the principals, the principals are afraid of the superintendents, the superintendents are afraid of the board, the board members are afraid of the parents, the parents are afraid of the children, and the children are afraid of nobody."

I do not believe this is true in our schools for the deaf today. At

least I hope not. However, what does a superintendent expect of his teacher and supervising teacher or principal? Are our aims too high? Are our teachers living up to our expectations?

Without sending out a questionnaire to other superintendents, I can therefore speak only of my personal ideas on this subject.

First, let me generalize as to some of the qualities necessary to teachers. There must be a love of teaching and a love of children. To me this is the first and most important requirement for any one entering our profession. I know this is especially true in our schools for the deaf, as we have never paid our teachers enough to get rich, or in many cases enough to meet the normal standards of living. Only through this love, will a teacher have enough patience, kindness, and firmness to deal with our children.

Of course careful and adequate professional training is important. This is especially important at this time, as we had to accept so many untrained teachers during the war years. Many of our schools are becoming members of the State High School Association, and are being accredited, and therefore we must keep our standards up.

A pleasant personality is a "must" in each teacher. To me, this is one of the most important traits of a good teacher. Only with a pleasant personality can a teacher inspire her children to follow. She must have a good sense of humor and should praise rather than criticize. One of our teachers, who just retired this past June after 52 years of successful teaching, told me that the one thing that carried her through those many years was a sense of humor. Too many of us are prone to criticize when a little word of praise here or there would work wonders with a class.

Of course it is expected that a teacher have a thorough knowledge of her subject matter, and have command of her class at all times.

Enough of the general characteristics of a good teacher. One could go on and on. Let me list a few specific traits that a superintendent expects of his teachers, or should we say, that one superintendent expects of his staff.

We expect our teachers to take an active interest in the outside activities of our children. Our children, as is the case in most residential schools, do not have their parents and relatives to take this particular interest in what they are doing, and it is up to the teachers to take their place. They should attend all athletic contests, plays, literary society meetings, parties, etc. We do not want to brag about Kansas all of the time, though of course we think we have the best school in the country, but I am always pleased to see the interest the great majority of our staff take in some of the children's activities. Last fall we had a football game one cold rainy night, a night fit for neither man nor beast, but there on the bleachers were three of our oldest teachers. One, a man over 71. I expected to see him, as he had never missed one of our games. However, the other two were women, both over 70, both having retired this past June, sitting on the bleachers, holding an umbrella over their heads, wrapped in blankets, watch-

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ing the football game. I know this affected the players, because they remarked about it to me. Do you think these teachers had disciplinary problems among the boys in their classes?

We expect our principal to let us know what is going on in the various departments under his supervision. Personally, I want to know which of the children are doing extra good work, or which are failing. We superintendents, busy with the details of operating a school, are often too prone to get away from the children. What I missed more than anything else when I left the classroom to go into administrative work was the close personal contact that I had with each child in my class. I also want to know which children are giving trouble in school. I feel that I might be able to do something to help this child or that child when I make my rounds on the playgrounds or in the dormitories, if I know their troubles. I like also to be informed as to when a teacher or employee is out of school; not to snoop or check-up, but it gives me a chance to call or inquire as to her condition. If a teacher is out in the morning, I like to know it right away, and not two weeks later when the payroll is being made up, and I note that this or that person has been sick.

Many times arrangements for visiting school are made with our principal, and I like to be informed of these visits so that I can do my share in keeping our people informed as to what we in Kansas are doing for our deaf and hard-of-hearing children of the state.

We expect all of our teachers to get along with one another; the vocational teachers with the academic teachers; the primary teachers with the advanced teachers; the oral teachers with the non-oral teachers; and the deaf teachers with the hearing teachers. There is no room in our schools for the continual bickering between departments that is found in so many agencies. If an employee, or teacher does not like the Superintendent or Principal, or the other employees, or the town, school, etc. they should make a change as soon as possible, rather than stay on a staff and continually "gripe." We are all interested in one thing and only one thing, and that is to turn out the best product we can from our schools, and we can only do this when there is peace in our "family."

When problems come up in the academic or vocational departments, we expect the teachers to discuss the problem with their immediate supervisor before coming directly to the superintendent. If the principal or supervising teacher feels in need of help in any decision, it is up to him or her to discuss the matter with the superintendent, or send that teacher to him. I have no sympathy for that teacher who continually runs to the superintendent over her supervising teacher's head.

We think it is very important for every teacher to dress attractively, and expect their children to do the same. When I look back upon my school days I can remember those classes which I always enjoyed attending, and nine times out of ten, the teacher was neatly and attractively dressed, well groomed, and she expected us to be the same.

As I mentioned before, we must set an example to our children. We cannot tell them one thing and then do the opposite ourselves. I think that is one reason why a teacher's life is sometimes so difficult, in that we are watched at all times and our behaviorisms are copied. We, in our schools for the deaf, must take the part of the absent parents, and therefore are expected to do many things out of the line of actual classroom teaching.

Although we do not expect our teachers to go to summer school every summer, we hope they will not get into a rut. We like to have our teachers visit our public schools, and we try to give them time each year for that purpose. Many times we might be able to get an idea from our neighboring city school. We should never reach the point where we think in our profession that we know it all, or that we are the leaders in the field.

I was allotted ten minutes for my part of the program, and I am afraid that I have run a little over this time. Anyway, I am more interested in the rest of the program, because I am here at this convention to learn, and perhaps I can learn something that will help me in the following talks.

WHAT THE SUPERVISING TEACHER EXPECTS OF HER SUPERINTENDENT AND TEACHERS

Adelaide Coffey Killorin

Virginia School for the Deaf, Staunton, Va.

I feel honored that the committee assigned this topic to me. It has an unusual title and should create interest especially among supervising teachers. As a rule one hears all about the duties of a supervising teacher and what is expected of her by the superintendent and teachers, but seldom does anyone discuss what she might expect of her co-workers. I am very happy, I assure you, that I have been asked to speak for the supervising teachers. Some years ago a rumor circulated through the profession that a well-known supervising teacher was going to tell ALL at a convention. Everyone was on the qui vive as it was felt that she could tell things if she would, but she didn't satisfy the general curiosity because there was no truth in the rumor. I am in the same position; I have nothing to tell and very little to complain of, but as I speculated about the subject assigned to me a feeling of irritation caused by situations occurring over a number of years and in several schools, rose up within me. They were minor irritations and have never been discussed even with other supervising teachers.

The supervising teacher is the non-commissioned officer of the profession and is supposed to make sure that the teachers produce the work. It is her duty to see that the academic procedures and policies recommended by the superintendent and principal are adapted to and adopted by the teachers in her department. Because of these duties, the first thing a supervising teacher expects of her superintendent and principal is to be made fully cognizant of the general over-all school

policy and of the particular work demanded of her group. Nothing irks her more than to have changes and innovations made in her department without her knowledge and consent. The teachers quite naturally turn to the supervising teacher for some of the answers and it is no great secret that teachers have a low opinion of "top bras" because they do not always receive adequate explanations. When no one gives reasons for a particular policy there is a feeling of dictatorship in the air and as a result a spirit of resistance, mostly passive, is aroused. The supervising teacher feels thwarted and slighted and will often side with the teachers. After all her sympathies are with them. When such a condition prevails, there is no coordination in that particular department and no matter how excellent the superintendent's ideas may be, they fall on stony ground. Therefore, the supervising teacher should be notified and consulted regarding all changes and decisions pertaining to her group.

The second cause of irritation suffered by the supervising teacher is not having her views and opinions considered very valuable. She doesn't expect the superintendent to accept them but she would like them listened to with consideration. She lives much closer to the teachers and pupils than the superintendent does, and often is the first person to be aware of undesirable conditions or situations arising. Having been a teacher herself, she knows and understands children; she also knows and understands the teacher and her problems. Therefore, she should be in a position to make worthwhile recommendations. However, if she does not feel free to talk to the superintendent or principal, or if her ideas and suggestions are given no consideration, then she must struggle alone and certainly not always succeed in remedying the undesirable situation which may spread throughout the whole school. One rotten apple spoils the barrel.

The third source of irritation is the apparent lack of appreciation in most schools for the supervising teacher. As I said before, she is the non-commissioned officer of the profession and as a result belongs neither with the officers nor in the ranks. She hears both sides of a story and must keep her mouth shut. She must have no close friends in either group, and she must never criticize the policies of the school, nor antagonize the teachers. She is the oil that keeps the wheels of her department running smoothly and efficiently. Every superintendent strives to get a good supervising teacher so her worth must be apparent but no one would ever know it. When a school reaches a high standard of efficiency, the superintendent and principal are commended and congratulated on their ability and industry and that is as it should be, but it is a well-known fact that there are supervising teachers who have held schools together through political storms, depressions and wars. Superintendents and principals change in many schools every few years but the supervising teacher goes on forever. Not many young people these days are interested in the teaching profession and those that are in the profession have no desire to become supervising teachers. The burden is too great and the rewards too meager. The position must be made more attractive and interesting

to young teachers. One attractive feature would be the feeling that the supervising teacher was a valued and valuable member of the staff and not just someone to look over the lesson plans. Financial remuneration would also be a sign of appreciation. A supervising teacher is human and enjoys a pat on the back as well as the next person.

Now, we come to the last half of this discussion. A good supervising teacher gives more than she receives; it must be that way, but she does expect the best work possible from her teachers and with the least amount of griping. We all gripe at one time or another—it is our privilege in a free country and many an undesirable condition has been remedied when griping made it obvious, but sometimes no amount of griping will help so it is wise to do the best one can with what one has.

The supervising teacher expects the members of her group to apply the Golden Rule in their contacts with each other. People of diverse temperaments must work together to achieve a harmonious effect and they cannot do it unless there are amiable relations among them. There should be no jealousy or envy among teacher of the deaf. Everyone is doing a wonderful work and though some may be endowed with extra talents one will find that there isn't a teacher who has not some particular gift of her own to share with the pupils. The supervising teacher expects her teachers to work together and understand and help each other.

The third point I should like to mention at this time is that the supervising teacher expects her teachers to follow the general policy of the school in the matter of teaching procedures. It is excellent for a teacher to have ideas and want to try them out—the more the better—but these ideas should be adapted to the general procedures of the school. It is no help to pupils to have one teacher using one method of teaching language and five others using another. Besides it takes about ten years for an entirely new method to infiltrate through a school without disrupting everything. The teacher who fails to follow the policy of the school, who openly despises it and who strives too hard to have her own ideas accepted, will find herself a misfit. The smart teacher enlists the support and interest of her supervising teacher and if there is merit in an idea it will be accepted gradually and easily.

To sum up what the supervising teacher expects of her superintendent is deference in regard to the managing of her department, consideration of her views and ideas and appreciation of her efforts; what she expects of her teachers is the very best type of work possible, an understanding of the weaknesses and foibles of fellow teachers, and a desire to increase the efficiency of the school. In other words, what the supervising teacher expects of her superintendent and teachers is *cooperation*.

WHAT A TEACHER EXPECTS OF HER SUPERINTENDENT AND SUPERVISING TEACHER

Maureen Snider

Arkansas School for the Deaf, Little Rock, Arkansas

—And now you'll hear from just a teacher—the bottom rung of the ladder; but, if there were none of us, there would be little need for superintendents or supervising teachers in our educational system as it is set up today. So, perhaps, the expectations of just a teacher are of some interest and value, and should be aired publicly now and then.

A teacher expects her superintendent to be the administrative head, the overseer or general supervisor, of the school and as such he is not directly responsible for everything that goes on in it, since the principal is the officially appointed and recognized leader of the actual school program. Consequently, only occasional classroom visits from the superintendent are expected to manifest his interest, to note attitudes and to add dignity to programs and services by his presence. Too, the recognition of a teacher's attainments makes teaching not an entirely thankless job. So a little commendation from "the Boss" helps.

The timely issuance of her contract isn't too much for a teacher to expect is it? This matter should be handled by the superintendent, prompted, perhaps, by the Golden Rule. If a contract is to be terminated, isn't it only fair that a teacher should be so advised in sufficient time to make application elsewhere for a position or to make other arrangements? A teacher expects a substantial salary and subsequent raises based on a standard of credit hours, degrees, or successful years of service as set down by the superintendent. I mentioned a substantial salary—not a specialist's salary, even though we are such in our profession, but one adequate to meet moderate obligations. Financial security gives contentment, satisfaction, peace of mind—all are reflected in a teacher's disposition and morale. Certainly no teacher can operate at maximum efficiency if her morale is poor.

A teacher should experience no hesitancy in taking a seat across the desk from her executive officer to discuss problems, even personal ones, to disclose plans, to offer constructive criticism, and she has a right to expect him to be courteous, sympathetic, and confidential in his guidance.

A teacher expects her superintendent to be responsible for the supervising teacher and to exercise discretion in his selection because it is she who administers the teaching procedures of the school.

Summing up, then, I would list these as the qualities a teacher expects in her superintendent—an approachable personality, friendliness, impartiality, understanding, appreciation, and sympathy. Do you say a teacher expects too much?

So much for the major-domo supervisor. Now, let us turn to the supervising teacher equipped with the personal qualifications, training, and experience which fit her for her position as general planner, organizer, coordinator, administrator, and supervisor.

Most of all, a teacher wants a supervisor who has faith in her and makes every effort to know her as a person. That most teachers are sincere of purpose, that they desire professional improvement, that they can share responsibility in planning—these are the beliefs of a good supervisor. A teacher expects tactfulness and consideration in a supervising teacher. She expects her to be a real friend with a sympathetic understanding of her work. She wants her to be patient, dependable, and enthusiastic and to have the courage to uphold her own convictions, and yet be tolerant of other's ideas and views. And last, but not least, a teacher would appreciate the additional quality of a sense of humor in her supervisor.

A teacher expects a supervising teacher to have experience in the actual teaching of the deaf in the three academic divisions: primary, intermediate, and advanced. From that experience, she would know what the intermediate teacher expects of the youngsters advancing from the primary department, and what the advanced teacher might reasonably expect from those leaving the intermediate department. She, then, is in a position to see the departments in perspective. She can coordinate the work in all departments and only then can the best results be obtained. A teacher wants her supervisor to have definite aims and methods and adherence to some one course. A supervisor's teaching experience enables her to step into any classroom to help develop an "NG", to introduce question forms, to give procedure for presenting the process of multiplication, to demonstrate direct or indirect discourse, and so on. She would be expected to see that the same methods or modes of teaching are followed throughout and yet not smother a teacher's creativeness and originality by requiring the use of prescribed methods, techniques, and devices.

A teacher knows each child in her class—his hereditary background, his behavior in and out of the classroom and his social relations. This knowledge must be mutual with the supervising teacher who sometimes is called upon to settle differences. If she knows under what hindrances a child labors, a decision is more easily and more justly pronounced.

The supervising teacher makes approximate assignments of work to be completed within given periods and establishes standards of attainments which will help the teacher to keep in mind certain facts, skills, and habits which her class is expected to acquire. She is expected to enable each teacher to see her own work, not as a separate unit, but as growing out of the work of preceding grades, and leading to that which is to follow.

A teacher expects a supervising teacher to offer constructive criticism, after she has spent some time in becoming acquainted with her and the conditions under which she works. True enough, a supervisor has the authority to come in and begin house cleaning but a teacher feels that her work is complex enough that no one can see it only once and immediately know all the right answers as to how it should be done. Criticism, yes, but teachers are human and a few well deserved compliments can mean a great deal.

A supervising teacher's tasks include many details and office duties, including the distribution of books, supplies, materials, and other equipment. These details are secondary, though, to her responsibility of counseling, guiding, assisting, with lesson plans, teaching and confidentially studying teachers' problems.

Of course, the supervising teacher expects just as much from the teacher as the teacher expects from the supervisor. In a democratic organization there is freedom only insofar as we all recognize and fulfill our mutual responsibilities.

If I have made any favorable points in this paper, they are applicable to the authorities of the school which I represent. If I have not, "all characters are fictitious and any similarities to persons living or dead are purely coincidental."

LANGUAGE

Catherine D. Adams
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Teachers of the deaf have directed much attention to the teaching of language for many years, yet I'm sure that all will agree that our results are not completely satisfying.

In considering this phase of education for the acoustically handicapped, we should be concerned with a systematic approach, proper goals, the needs of the child, and effective teaching.

Language teaching conditions all other educational work in a school for the deaf, and the possibility of giving deaf children information and understanding of the world and educating them to become competent members of the community is dependent upon their knowledge of language and their skill in using it.

From the time that the education of the deaf began centuries ago, teachers have tried to find some means of giving the deaf child a guide to the development of correct language patterns, for intended meaning, intended effect and correctness of expression.

In beginning connected language work, various systems have been used to make the pupils sense the grammatical principles underlying the correct sentence structure.

In general, teachers of the deaf have been conservative in holding to various systems of language development which have stood the test for years. The question is, "Are we wise in holding to these well known systems? Do they meet our needs?"

The Minnesota Method of Language Teaching by Wing's Symbols, The Barry Five State System, Language Stories and Drills by Crocker, Jones and Pratt, Fitzgerald's Straight Language for the Deaf, and Vinson's Logical System of Language Teaching and An Analysis of the English Language, have resulted from the common recognition of the need to find a means of teaching language to the deaf more effectively. Each author devised a means of substituting visual aids for the hearing sense, in helping deaf children learn language as a medium in which ideas can be clearly received and expressed.

Each system is based on the graded development from the simple to the complex, but each deviates from the others in some characteristic form.

Starting with Wing's Symbols which indicate the grammatical function of the elements of a sentence, there has been evidence of the evolutionary process in the development of succeeding systems.

The Barry Five State System introduced the column arrangement to aid in proper sentence order and used informal word classification, and numbers over the columns to show proper sequence.

Language Stories and Drills used the Barry State System and added the language story as a center of interest in language teaching and in the drills necessary to "fix" the language taught.

Straight Language for the Deaf emphasized the need for the proper mental development of the child. The title is significant since Straight Language implies straight thinking. Miss Fitzgerald modified the column arrangement of Barry and used formal word classification from the beginning. The symbols indicate the parts of speech, the infinitive and the participle, and are so devised as to show the relationship between them. Non-language rules and a Key for correct sentence building were added as specific tools to aid the deaf child in the acquisition of language.

Fitzgerald's *Straight Language* in combination with Buell's *Outlines of Language* are the most popular systems in use, and can be well adapted to the natural method of language teaching.

The Logical System of Language Teaching by Vinson, aimed to go beyond the scope of previous systems and provide a more scientific and logical means of developing language. The symbols used are more complex but more significant than those of any other system. They not only designate the class of words and the position in the sentence, but the specific function as well. The seven columns provide for the straight line of natural sequence without confusing adjustment either in the main thought, or modifiers of secondary importance. The symbol sentence form, which is a distinctive feature of this system, clearly indicates the desired sentence form. A Course of Study is included to guide the teacher.

We find that no system has supplanted its predecessor but that schools continue to use the one of their choice because of the satisfactory results obtained by it.

Each system has merit, and no doubt we are wise in keeping to

some system of language teaching, but too often system is used as an end in itself rather than merely as a means to an end.

Devices for teaching language work are worthwhile only when they are not abused. We must teach language principles individually, but until they are incorporated into original language and are used where they are really of value we are not making strides in the right direction.

Elliptical sentences are of little value in giving the child the correct concept and understanding of how to use the principles when expressing original ideas, and mechanical proficiency is valueless if the child is unable to incorporate these principles into his connected language work.

The ingenious teacher will get away from formal drill as soon as possible and will be on the lookout for any and every possible opportunity and occasion in which the child can put into practice what he has learned in formal work.

Occasions must be created for the presentation and use of all constructions. Only by establishing constant uses for the principle will it become a part of a child's daily thought. No child really *knows* language that is only *remembered*. By multiplying the instances when a child must use a language principle for conveying his own idea, we fix the principle in his mind so that it becomes his, to be used naturally and correctly. Only when he can use it as the need arises, does he actually *know* it.

Studies have shown that best results are obtained when a principle is introduced in its proper setting before being segregated for special attention, used in lip reading, conversation, reading, and in the same material way that it is used by a hearing child. Then having been taught separately, it should be used again in its connected language form.

When a new principle is taught it should be so tied up with all that has gone before, that in its teaching there is brought into use, as many as can be of the expressions and principles, previously taught.

It is this sort of repetition, which makes language the child's own.

A resourceful teacher will weave the new language into her conversation, silent reading, speech reading, and other school subjects. She will bring it into use outside of the classroom, and enlist the aid of others who are with the child when he is out of school.

If we are to attain variety in expression and ability to comprehend the language of others, vocabulary building must go hand in hand with language development. We must recognize that there are really three types of vocabulary, that of comprehension which is by far the largest, that used in writing, which is smaller than the first, and that which is used in conversation and ordinary English, and is the smallest of all.

We cannot expect the child to put into use all of the words that he can understand, but should give him as wide an understanding as

possible, so that the first vocabulary will increase to such an extent that the other two will become proportionately large.

In addition to words encountered in reading and other content subjects we need a basic vocabulary for each grade, compiled from various vocabulary lists and revised to fit the needs of the acoustically handicapped child.

In order to secure more respect for the quality of language, emphasis should be placed on the development of attitudes and appreciations as well as skills.

Children need to understand the value of language in making their feelings and opinions known. They must have a consciousness of worthy goals and a desire to obtain them, and a sensitiveness to good or poor expression.

The child must be motivated by a love of language, a desire to use it, and joy in the results. Pupils gain confidence through appreciation of their own efforts. They should learn to appraise and correct their own work with the advice of classmates and the guidance of the teacher.

Among the desirable attitudes which form the basis for continuous growth, are willingness to be correct and to communicate with grammatical correctness.

The real pleasure of a child in increasing his knowledge of language will depend on how much the teacher has given him to stimulate his interest.

Vinson places some of the blame for the poor quality of language on the lack of qualifications of the teacher to teach the content of language the inevitable result of not knowing sufficiently what the principles and other facts of language are.

What, then, is the role of the teacher in the language program?

Invarsson says, "The teacher of the deaf should not only know the most important outlines of the normal child's language development, but should also possess the general psychological information which is necessary in order to teach the deaf child intelligently." He should possess warmth, understanding, permissiveness, and acceptance of the deaf child's attitudes.

Good teaching requires alertness, and inventiveness, and an awareness that a deaf child can no more be taught language by means of unassociated and meaningless use of words and monotonous drill sentences than can the hearing child.

Everything that the child learns should be presented under right conditions—that is, when circumstances clearly interpret the meaning, and proper motivation is present. Under such circumstances the new information is apt to be retained. Follow-up work must adhere to the same method.

Children like what the teacher enjoys giving them! The thoughts of a child are easily stimulated and the imagination more easily kindled, providing the teacher throws herself whole-heartedly into her work.

The resourceful teacher will find many new opportunities for

creating normal and natural circumstances calling for the response she desires, but unless the device used is perfectly understood by the teacher, it will be impossible to convey to the child its working possibility.

Every teacher should be a language teacher!

A teacher should incorporate idioms into his own speech with a variety of expression and should avoid stereotyped language.

The teacher who can stimulate, encourage, and help the child to meet his own requirements will find him progressing at a satisfactory rate with ever increasing interest.

The classrooms where the activities are child motivated and directed are the ones from which excellent results are obtained.

We want our pupils to be able to tell their experiences, to ask questions, to give answers and explanations, to write letters, carry on conversations as well as read, and comprehend the language of those with whom they associate. To accomplish this we must direct our efforts toward the following goals:

1. High standards.
2. Uniformity of methods.
3. Flexibility of curriculum.
4. Quality of language rather than quantity.
5. A good clear quality of the colloquial, idiomatic style of American expression.
6. Need to make the child understand the value of language in making his feelings and opinions known.
7. To have personal experiences, those of others, and adventures in reading awaken the *urge* for self-expression which is language.

We are all aware of the inadequacies of our language teaching resulting from possible inconsistencies and lack of uniformity of method within a school, from language principles incompletely taught, from failure to adjust methods to eliminate weakness revealed by tests, and the dearth of scientific studies to measure the effectiveness of various systems now in use; but if a language program could be predicated to the philosophy that:

1. Comprehension must precede language development, and that since the acoustically handicapped child cannot receive an auditory pattern of language, he must receive a visual one through lip reading.
2. Language should be taught through association with actual objects and real experiences.
3. The child must learn language through using it himself, as it is needed to interpret and express his activities and associations in his daily life.
4. That a language principle is learned only when the child incorporates into his original communication.
5. A curriculum of language principles is necessary as a base upon which growth can take place.

6. That variety of expression is desirable and that vocabulary and language facility should be expanded as rapidly as is practical, not only in the number of words taught, but also in the meanings of words already known.
7. That every new experience should be a language experience.
8. That correct attitudes and appreciations are important to a successful language program—as well as skills, we should be able to develop in the deaf a language sense, the ability to express themselves well, and make them love language and use it as a satisfactory means for the exchange of ideas.

A LANGUAGE STUDY

Audrey Hicks

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Throughout the schools for the deaf in the United States, there exist highly divergent opinions of methods for teaching language principles and vocabulary. Furthermore, there is very little agreement among educators of the deaf regarding:

1. What language principles should be taught in the elementary school in order to give a deaf child the minimum command of language necessary for communication; and
2. At what point academically these principles should be presented.

In an effort to help solve the admittedly difficult problem of teaching language to the deaf, a committee of teachers at Central Institute volunteered in December 1947 to develop a language outline which could be put into use throughout the school and then subjected to the stresses and strains of classroom practice in order to see if the outline was as well organized as possible within its limitations. Originally the committee consisted of six members—one from the nursery school, two from the primary department, two from the rotating department and one from the speech correction department. Two other teachers offered to assist the committee in an advisory capacity. They were the head teacher of the rotating department and the instructor who lectured to the college students on methods of teaching language and subject matter to deaf children and who supervised language and reading in the primary grades.

At the first meeting, the committee came to the conclusion that it would be of help to examine outlines already in use in other schools and see which principles occurred most frequently at given levels or years of work. Accordingly, requests for copies of such outlines in use at various schools for the deaf were sent. In cases where schools were using outlines other than their own, the principals or superintendents were asked to indicate what material was in use. A total of 63 requests were sent to state, day and private schools. Fifty-three replies were received. Twenty-six schools sent outlines and the balance, or 27, indicated either that they were using an outline which we already had or followed no outline at all. In

addition to the 26 outlines received, the committee studied those of Miss Connery, Miss Buell and Miss Vinson, bringing the total number of outlines used in the study to 29. Mrs. Davies' outline was received in the spring of 1949 and is being included.

These outlines were then assigned to members of the committee. At the next meeting it was discovered that generally speaking, the outlines were dissimilar in the organization of material. In order that the committee be able to discuss the development of language as recorded in each outline, a tabulation was made for the first year's work of each one. When this was completed, the committee met again and made a group tabulation which consisted of all the items mentioned by all the outlines. This was called the master outline and was copied by all the committee. The next step was checking each of the assigned outlines against the master outline to see the frequency of occurrence of each item listed. The language items were listed down the left hand column and the individual outlines were listed across the top.

A final tabulation was deemed necessary, so all of the material was put into a composite form. This was constructed as follows:

Each committee member totaled the number of times the language items listed occurred in the outlines which she had been assigned to study. Then all the items were copied again down the left hand column of the paper but this time the names of the committee members were written across the top. As one member of the committee called out the language items one by one, the other members gave the total number of times that item had appeared for their individual groups of outlines. This final tabulation was then discussed for use as a background for the one which the committee was to develop for Central Institute. It was agreed to select from this list the items which occurred in 50% or more of the outlines which had been studied. This meant that if an item had occurred 14 or more times as recorded in the final tabulation, it was included in the proposed outline for our school. Next the committee added items which they felt should be in the first level. These were selected on the basis of speech difficulty and the degree to which each could be used in formulating connected discourse.

The problem of terminology was then taken up. Some outlines referred to this initial material as first grade work and others referred to it as the preparatory, while still others called it simply the first year's work. The committee did not like the use of the term "grade," because it immediately leads one to think of grades for hearing children and quite obviously there is no similarity in the early years of instruction. Nor did the committee feel that the term "year's work" would be satisfactory. It seemed to imply that all the material listed for that year must be covered in the allotted time, and plainly this cannot be done by all deaf children. Most educators agree that there are certain fundamental language principles and vocabulary which must be taught and taught well before more complicated structures within our language can be used successfully by the deaf child. Of

necessity, therefore, there should be no arbitrary time limit set upon the period needed for this basic instruction. The committee then agreed to use word "level" for the time being as it connotes a certain point of achievement with reference to the student, regardless of how long it may take him to reach that point or advance beyond it.

The committee proceeded with the analysis of the outline in the manner just described through the fourth level. After the completion of these, the committee reviewed them in a regular faculty meeting and it was decided that all of them were overloaded with both vocabulary and language principles, but primarily with vocabulary. So those four levels were revised and the results were deemed much more satisfactory. This revision consisted of postponing the teaching of vocabulary difficult from the point of view of speech development or frequency of occurrence in connected discourse and dropping entirely those words which are not essential in a minimum vocabulary. Some of these words were *pretzel*, *trillium* and verbs of sound, such as *zoom* and *swish*. Since all the construction of the outline so far has been discussed in our teachers' meetings, the faculty has had an opportunity to question the selection and placement of principles and vocabulary and thereby assist the committee considerably.

This first revision, of course, will not be the only one. In fact, the committee fully realizes that further revisions will occur as the levels are put into use by the classroom teachers, who will be the best judges of the usefulness and construction of the outline. Additions will be made, such as a list of games for children, a bibliography of material used in the study and suggested by other outlines, a few devices to help the teacher plan lessons and suggested activities for the development of experience stories. An introduction is planned and will include the following points:

1. It is not possible to list all the vocabulary or language principles which might be taught in any given level, since that depends upon the progress and ability of a class. Those items listed are what the committee conceived to be the minimum requirements.

2. The work listed for all the levels after the first is predicated upon the assumption that the items of the preceding levels have been thoroughly taught, regardless of the age of the child. Those that require additional practice for mastery should be noted at the end of the school year and practiced again the following year. The criterion for mastery is correct independent oral usage by the child, and not just understanding through lip reading or reading.

3. Neither the vocabulary nor the language principles are listed in any preferential order within a given level. It is suggested first that the teacher be on the alert for incidental opportunities to teach both language and vocabulary; second, that she begin with those items which are the easiest to say; and third, that she be as logical as possible in the formal presentation of the material.

4. Pupils progress at different rates. This progress is dependent upon such factors as health, previous instruction, mentality, attendance in school and cooperation between school and home. One child may

complete a level in nine months and another may require two years to learn the same amount. It is imperative for the teacher to fit the outline to the child and not vice versa.

5. It is strongly recommended that each teacher be at least cognizant of the principles listed in the two levels immediately following the one in which she is working, so that she might introduce them should the opportunity arise.

6. For other sources to be used in language development, the committee suggests basal readers other than those being used by the teacher, story books, workbooks and science books.

These can be particularly helpful in planning experience or activity stories.

The individual members of the committee feel that this experience has been very worthwhile. It has been interesting to see how other schools are meeting the problem of language teaching in the elementary grades and it has helped to clarify thinking in the organization of teaching material. The committee has also had to review rules of grammar in connection with this project.

In conclusion, the committee wishes to thank all the heads of the schools who assisted in this study by sending outlines. Their cooperation is hereby gratefully acknowledged. Secondly, the outline must be kept flexible and adjusted to the needs of the children. Third, copies of the outline will be distributed to those schools which sent outlines for study, with the request that it be examined by the faculty and criticisms returned to Central Institute for further consideration.

SOME PROBLEMS IN INTEGRATING VISUAL MATERIALS INTO A CLASSROOM PROGRAM

Milford Cress
Illinois School for the Deaf

My subject this morning is "Some Problems In Integrating Visual Materials Into A Classroom Program."

Here is a brief outline of the topic under discussion:

First, a statement of the problem.

Second, selecting and scheduling visual materials.

Third, preparation and presentation.

Fourth, follow-up activities.

Fifth, a concluding statement.

The major responsibility of our schools is to see that all boys and girls have learning experiences from which they can receive the maximum benefit. A systematic and well-planned use of visual aids in a classroom program of instruction is one way to help bring about beneficial learning experience.

Altho visual aids mean a variety of materials, the term, as it will be used in this paper, will be confined to a discussion of two specific aids—films and filmstrips (sometimes called stripfilms or slidefilms).

Administrations as well as teachers are always on the alert to improve instruction thru the use of new ideas, better teaching

methods, and better teaching tools. One such way of improvement is thru the integrated use of visual aids in the form of films and film-strips.

A big question arises immediately: Just what is there available in the way of visual materials which can prove of value to us? In truth, there doesn't seem to be much in the way of so-called "cut and dried" materials which we can use. We are faced with this problem: We must adapt materials on the present day market to our existing educational needs.

One may inquire, "How do you go about it?" What about the selection and scheduling of available materials?" The first step then is the matter of selecting or screening. There are several film libraries, film depositories, producers and the like which have materials available for use. State Universities such as our own have visual aids services. The State Departments of Public Health and Conservation have free films suitable for health, safety, science and social studies classes. A few of the old silent films have good materials, but they are rapidly becoming obsolete. There is an almost unlimited supply of commercially sponsored materials—some of which have been found suitable—others not. There are those who would condemn the use of commercially sponsored materials, but proponents will answer in this way: If the materials constitute learning experiences, they can be utilized. In other words, visual materials should be evaluated in terms of the changes that they will bring about in boys and girls, rather than the fact that they are of a commercially sponsored nature.

For example, General Motors Corporation has an excellent film (with which I'm sure some of you are familiar) for vocational classes, "THE ABC OF HAND TOOLS." Using animation in the Walt Disney style, it shows the proper and improper use of hand tools, such as screwdriver, hammer, saw and pliers. Other examples: "PATTERN FOR SMARTNESS" explains how to cut out and make a dress; a filmstrip "SUSIE MAKES A DRESS" explains how to make a dress in the most becoming style for the individual. There are many of these films. Commercially sponsored, yes! But excellent for learning experiences!

The matter of schedule presents another problem. Assuming that the school has its own course of study or fixed curriculum, visual materials can be found which will aid in reaching those objectives. We know, for instance, that some simple fractions will be taught; there will be a general science unit on simple machines, or that primary children will read some animal stories. Visual materials can be found which will help those learning processes.

As some visual material, such as films, are expensive, it is often necessary to rent rather than to purchase. A common method is to have films booked in advance of a school year, on a quarterly or semester basis, depending on the budget set-up of the school. It is difficult to secure films on the date wanted, hence, there should be much flexibility in setting up a schedule. Primary classes

as a rule, can use materials of a seasonal nature or a particular theme, such as safety or health; whereas older pupils can follow a unit of study. The teacher knows best just where a particular aid will fit into her program.

It is necessary that the teacher preview a movie before showing to the class—and preview with a purpose in mind. Time has been found for previewing in spite of the teacher's busy day, free time, recess, lunch hour, or by arrangement with the supervising teacher.

A teacher usually asks herself some of the following questions: Can the pupils understand this movie? Why do I want my class to see it? Should I attempt to use it with my class? Can I use it (in the case of older children) as an introduction, for direct teaching, or for a summary? She can answer these only if she has previewed the movie herself. The day when a teacher runs down the hall to report that a movie whose title she doesn't know is being shown in the visual aids rooms and would the teacher care to bring her class and see it, is decreasing. Again, visual materials should not be used as an "escape valve" for the teacher to pass away the time till the lunch hour or the last few minutes before school closes.

Deaf children, as you know, are of a very curious nature. They become excited at chances to make things or to play with models. They wonder and puzzle about unfamiliar objects. They enjoy looking at a picture. Just tell a class that you are going to have a movie and things begin to happen! It will save a tremendous amount of time in answering questions thrown at you from the pupils, if you have previewed the movie. "What is the name of the movie?" "What is the movie about?" to mention only a few. Through a preview, the teacher will be able to give the class a common experience background. There will be new experiences, new impressions or wrong impressions to correct. Pupils can be forewarned of these experiences and their interest will be increased.

In using filmstrips we still have the matter of presentation and preparation, but with a different technique. A filmstrip usually requires considerable preparation, and more participation from the teacher. However, the filmstrip is somewhat easier to preview than a motion picture. If instruction is to be effective, guided discussion during its presentation should be in evidence. This in itself requires that the teacher be prepared to follow thru with more leadership.

Effective use of visual materials require that definite follow up procedures be planned. It isn't necessary that the pupil write a dissertation on "Why I Liked The Movies." Too long has the only follow-up activity (especially for older children) been something of this type. Each pupil should be encouraged to contribute—it may be an artistically inclined pupil who can recreate an historical incident; it may be a potential craftsman who can reproduce models; or a child especially gifted in sketching cartoons and the like. There may be a discussion period, or a question and answer period. After such a discussion, if a movie, it may be presented a second time, or in the

case of filmstrips which usually belong to the school, there may be more class periods devoted to the particular subject. The possibilities are unlimited—depending on the talent which is available and the teacher's skill in planning the activities.

One well-known manufacturer of visual aids has taken advantage of the old axiom of education psychology—repetition. This company has a series of films, filmstrips and books dealing with the same subject. For example, a nature series will include a filmstrip on "Gray Squirrel." The filmstrips have sequences taken from a film of the same name, "Gray Squirrel." And finally, a book of the same title is available using materials (i.e. pictures) from the same film and filmstrip. Repetition, yes! But it does not hurt to repeat with the deaf child.

A final check-up on learning experiences is sometimes difficult. But to return to the purposes the teacher had in mind in the beginning: Did the children ask any questions? Did they get clear-cut and satisfying answers? Are they able to retain any of the information they gained thru visual aids? Can they apply the knowledge gained to new situations? Suppose for example, that the unit under study intended to bring about changed attitudes toward the Chinese or Japanese? Are they using their eyes and ears to better advantage since they saw a movie on Street Safety? Have they been willing to come to dinner with clean hands and face since they saw a movie on cleanliness and health? Do questions keep popping up days or weeks after the child saw a certain movie?

These are just a few of the questions which a teacher can ask herself in a check-up on the use of visual materials. Too often, too much is expected at the moment, neglecting the long time over-all effect on attitudes and behavior of the child.

These then, are a few of the problems in integrating visual materials into a classroom program. There are many more. But needless to say, visual aids are here to stay. A parallel may be drawn from the story "The Hare and The Tortoise." Like the tortoise, visual aids may seem slow in gaining their rightful recognition of their place as means of improving instruction, but will be the winner in the end.

LEXINGTON NURSERY PROGRAM

Jane T. Pearce

Lexington School for the Deaf, New York, New York

We at Lexington believe in nursery school education for young deaf children. Leading educators tell us that the first five years of life are considered the greatest learning years. In our nursery school at Lexington, we are desirous of taking the greatest possible advantage of these early years and of providing opportunities so each child may develop to his greatest capacity socially, emotionally, physically and mentally. Parents of children $2\frac{1}{2}$ to 3 are urged to enter them, whenever possible, as day pupils rather than resident pupils. Thus, the nursery school does not replace the parents and the home, but rather works together with them

for the best development of the child. However, depending upon the emotional and social maturity of the children, we have been very successful in accepting some of these younger ones as resident pupils when such a necessity arises. We feel that such children do not lose that sense of security and family relationship inasmuch as they go home every weekend and usually see their mothers every Wednesday—our parents' visiting day.

In our nurseries, our first regard is for the "whole" child rather than for the deaf child. The little deaf child must develop and prepare himself for adjustment to society in the same manner as the hearing child. He must learn to "get along with his fellow-man," to lead as well as to follow, to use his powers of observation to even a greater degree, and to become self-reliant and self-sufficient in meeting the day to day events of his environment. He must develop good habits of personal hygiene, exercise, eating, and sleeping. He must be helped to develop within himself powers of self-control and of self-sufficiency, a sense of security and a calmness of spirit. He must learn the "social graces"—courtesy, helpfulness, unselfishness, cooperation and friendliness. He must develop his powers of concentration, observation, imitation and memory.

In order to establish the best possible environment conducive to this "whole" development of our little deaf children, Lexington has placed in charge of each of its nurseries, a teacher especially trained in nursery techniques rather than a trained teacher of the deaf. In Nursery I there are 26 children ranging in age from $2\frac{1}{2}$ to just 4. Here the trained nursery teacher has two regular assistants, and also the assistance of student teachers from other Nursery Training Centers in the city. A trained teacher of the deaf and student teachers of the Lexington School take the children individually for basic instruction in speech, lip reading and training of residual hearing. However, no child is given this specialized instruction until he is considered sufficiently mature socially, emotionally, physically and mentally.

Activities in this nursery are those of any nursery for hearing children. To help the child in his development, the trained nursery teacher makes the most of all learning situations, and, if such situations do not occur incidentally, she knows how to create them. Following the speech philosophy of Lexington, she talks to the children in a general way all through the day and thus, the child gradually learns to associate the teacher's lip movements for "It's time for lunch. Go wash your hands," with the immediate situation, and in time loops for her to speak. In such a way is casual lip reading developed from day to day.

When the child is ready for his individual specialized instruction, he begins his work with the "tutor"—a trained teacher of preschool deaf children. Later in the year after sufficient preparatory work, the teachers-in-training also teach daily under supervision.

This beginning "school work" takes place in a small attractive room off the large nursery. Here are toys, books and pictures which help create the play situations the teacher utilizes in this beginning work. The "tutor" takes each child individually and works with him in this play atmosphere for perhaps 5 minutes at first. As the child progresses and is capable of working for longer periods, the length of the tutoring time is increased. Lip reading is the main objective and the teacher uses words which the child needs in his daily life—and those most easily distinguishable on the lips. These are presented in sentences, with the accent on the word being taught. Perhaps the word is *shoes*. She looks at the child's shoes and says, "Do you have on new *shoes* today? I like your *shoes*", pointing to them and registering admiration. She then talks about *her shoes*, or perhaps she shows the *doll's shoes*, or maybe she puts some shoes on the teddy bear, or looks for pictures of shoes in a book or magazine, or draws pictures of big and little shoes. Using an Auditube, she may play at telephoning and say "shoes". No attempt is made to hold the child responsible for lip reading the word *shoes* at this time. The child merely enjoys himself in the beginning. Yet it never takes very long for the child to get the word from the lips and to respond to "Let me see your *shoes*." "Where are my *shoes*?" "Your *shoes* are dirty. Let's brush them." All words are introduced in this manner.

Since the ability to read lips varies, one child may progress rapidly while another may work very slowly. As each child works individually with the tutor, he may progress at his own speed and according to his own ability and is not confused by the fact that another child knows either more or fewer words than he.

Speech consciousness is also developed. The child may often try to imitate the words he sees on the teacher's lips. At this time the teacher does not "pounce" upon the child and work for precise, correct speech, but rather accepts this "conversation" and lets the child feel and hear, according to his own ability, her own speech as she talks. In such a way does the child learn to give back voice while "conversing" with his teacher and so sets the pattern for the use of speech and language as the basis of his communication with others.

We feel that such a practice follows the natural acquisition of speech of hearing children. We do not expect the hearing child, when he begins to talk, to speak with perfectly formed words in an established language pattern. Therefore, we feel that we should not expect more of the deaf child than we do of his hearing brother or sister, but rather that his development of speech should follow the pattern established by the hearing child;—i.e. speech consciousness, speech approximation, time for practice and finally, meaningful speech. The number of words each child in the nursery will attempt to say depends to quite an extent upon the child, his

amount of hearing, his intelligence, his emotional stability and his family background. There are some children who will attempt to repeat whatever is said to them, while others will make little or no voluntary effort. With the latter, the development of voice and speech sounds must be deliberately brought about. One device which we use to develop voice production is the color game, or Miss New's Color in Speech. The colors, blue for breath, red for voice and brown for nasal speech sounds, are used merely as a means to an end, and are dropped once voice production is established and the child has conscious control over the output of voice and breath.

From the very first beginnings in the nursery and thence throughout the whole school program our aim is to instill within the child a desire to speak and to read the lips, and to help him acquire meaningful speech. As does the hearing child, he begins with one-word sentences and progresses into more and more complicated language structures. He is encouraged at all times to use the best speech he is capable of, and, as his ability progresses, so is he held responsible for better and better speech.

In Nursery II there are 18 children ranging in age from just 4 to 4 years, 11 months. Here the trained nursery teacher has one assistant, and two tutoring teachers give individual instruction. Much the same program is carried on in Nursery II as in Nursery I. However, as the children are older, two children who are on a par and are congenial, may be taken together by the tutor for part of the daily lesson. Play activities are those suited to all 4 to 5 year olds, with suitable equipment and play materials. Upon entering, the child is placed in either Nursery I or Nursery II, depending upon his age and maturity. We have learned from experience that children of approximately the same age level get along better together. Two 3 year olds can settle their own differences to a great degree, but a 3 year old usually is no match in size and strength for a determined 4½ year old.

After a year, or perhaps 2 years, as the case may be, in the nursery school, the child, if well adjusted, moves into the Kindergarten. This year there are 24 children in our Kindergarten ranging in age from 4.1 to 5.9. The Kindergarten is under the direction of a teacher trained in Kindergarten techniques and she has one assistant. There are three tutoring teachers with this group. The children follow a regular Kindergarten program for the greater part of the day. In addition to "free play", the children learn to do some work which requires sitting at small tables for short intervals and which requires a brief span of attention and concentration. Individual instruction is continued, with the length of tutoring time being increased. Sometimes a group of 2 or 3 children may work together if they are well matched in ability and work well together. Lip reading instruction is carried on in much the same way

as in the nursery. However, the teacher covers much more ground and the children are held responsible for that which is taught. The vocabulary increases by leaps and bounds, many more nouns and verbs are added as well as adjectives needed to describe daily events and surroundings. So much of the lip reading in the Kindergarten is general and governed by the child's activities, environment and interests that it is both impossible and impracticable to make out a list of what words should be included in the curriculum. However, the teacher does have a basic vocabulary in mind and this should include words that the child will need in speech development.

There are hearing aids in all tutoring rooms, and, of course, the tutor takes advantage of any residual hearing the child may have to emphasize both speech and language, as well as giving individual training of residual hearing.

We are convinced that our nursery program does benefit our children greatly. Not only does it aid in the all-around development of the child through the activities of the regular nursery school program, but, in addition, it surrounds him with an atmosphere of speech and lip reading during his early learning years and helps to instill within him a speech awareness and habits of speech and lip reading before either of these activities is actually taught. Although the nursery school must of necessity be a unit by itself, sealed to the needs of nursery children, and although much money, time and effort is needed, not only for the original set-up but also for continued planning and development, we feel the returns which it pays in happy, well adjusted, speech-conscious children, are well worth all the effort and expense which have gone into the program.

THE GALLAUDET PROGRAM

Powrie V. Doctor
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I. Higher Education in the United States

The value and the importance of a college education is probably recognized as of greater value in the United States today than at any time in the history of our nation. The last war has demonstrated so clearly the necessity of having well trained personnel not only in the armed forces but in the civilian and in the industrial areas. The part played by the adult deaf in the United States in the recent conflict is a credit not only to the deaf themselves but also to their instructors. Nowhere in the world did the deaf population do as much as in the United States. However, this is true in times of peace as well as in war. We are proud of the many activities of the deaf in the United States, such as the National Fraternal Society of the Deaf and the National Association of the Deaf.

I realize only too well that the high status of the deaf in the

United States is due to many factors, the most important no doubt being the system of primary, elementary and advanced schools for the deaf to be found in our country. However, credit must also be given to Gallaudet College, which has been teaching the deaf since 1864.

II. The Aim of a College for the Deaf

Some people will ask the question "Why have a college for the deaf?" In 1868 at a meeting similar to this, Prof. Pratt of Gallaudet College said

"In no country is its importance greater than in our own. The stability of our government depends upon the diffusion of knowledge. Ours is a concern in which every man is regarded as an equal partner. The vote of an illiterate deaf man weighs as much as that of the most intelligent man in the community. Whatever can be urged in favor of the education of the masses in general, has peculiar force in the advocacy of the necessity of the education of the deaf This attempt(at higher education) involves no new principle, marks out for itself no essentially different course of study, advances no radical changes, only takes the advanced theories of instruction and applies them to a particular class. The aim of this college(Gallaudet) may be shown by considering the aim of colleges generally—Almost every argument that can be used in favor of a college education at all can be employed with greater force in favor of such an education for the deaf-mute—In our judgment there need be a special college for them only because the method of teaching them is different from that employed in colleges generally, only because they cannot hear."

Although this paper was presented almost a hundred years ago the reasons as expressed as to why we should have a college for the deaf are as valid as ever, if not more so. There is very little that can be added.

III. Admittance To College

The enrollment at Gallaudet College has had a slow but sure growth since 1864. This year 205 students are enrolled.

Students are admitted into the college by examination or by the presentation of a diploma from an accredited high school. However, after arriving at Gallaudet College, these graduates of high school are given another examination by Dean Irving S. Fusfeld. In general about half of the high school graduates, sometimes more, are placed in the Preparatory Class, which is equal to the Senior Year in high school. It sometimes occurs that such students are unable to do even this work and have to be dropped from the college roll. Far too often the lone deaf student in a high school for hearing students is passed from one grade to another not because of ability, but because the teacher feels sorry for the handicapped pupil or because the teacher has such a heavy load that he passes him on to the next teacher. It would be unfair, however, to classify all teachers in high schools as such. Two years ago we had two high school graduates

enter our Freshman Class who were well prepared and have done excellent work in college. One boy was a graduate of the South Carolina School for the Deaf in Spartanburg and the other of the Rhode Island School for the Deaf in Providence. Both boys continued residing in the school for the deaf after graduation and attended the local high school. Both students are deaf and not hard of hearing.

Students from colleges and universities for the hearing have also transferred to Gallaudet College. Some have good preparation, others only fair. They soon enter the college life and take part in the campus activities. I would not say that as a rule they were better adjusted socially than the students from residential schools. This seems to be more of an individual matter.

Although some of our students come from day schools, the greater bulk still come from residential schools. Although a few are able to enter our Freshman Class the majority enter our Preparatory Class. According to the tests given by Dean Fusfeld our preparatory students now rank in about the eleventh grade. In this connection it is interesting to see what Dean Fusfeld of Gallaudet College says,

"We have maintained at Gallaudet College a carefully organized testing program for twenty years. This reveals with fairly definite decision that the general average of our Preparatory Class is practically level with what could be interpreted as 11th grade level. Not the ninth grade, but the eleventh grade, and at that on entrance only to the Preparatory Class. We feel, and with some justice, that we can cover with the work of the Preparatory Year an intensive year of study that closes in on the secondary school requirement. This means that when our students enter the Freshman year, that is, of the college proper, they are close to the twelfth year level, particularly since the weakest candidates from the Preparatory Class are weeded out. . . . May I point out that in recent years a considerable number of the applicants for admission come after having gained a diploma of graduation from fully accredited four-year high schools? This number is steadily increasing. Such students could, on the strength of their diploma, gain admission to regularly accredited colleges and universities. But at Gallaudet College these students, despite their high school diplomas, are not admitted to the college directly, but must demonstrate capacity in an aptitude test (the well-known American Council on Education Psychological Examination for College Freshmen). If they do not show an adequate grade in this examination, they revert to the Preparatory Class, regardless of their twelfth-grade high school diploma. . . . A year ago one of the candidates for admission failed on the tests for admission to the Preparatory Class, and by our standards he failed badly. Of course he was refused admission to Gallaudet College. But he gained admission to a mid-western college, one which enjoyed re-

gional association and state accreditation. If an accredited institution accepted him, can it be argued that Gallaudet College has lower standards if it refused to take him?"

The members of the Sophomore Class are given yearly standard tests and although our students generally rank a bit below the median, still, at no time since these tests have been given, have our students received the lowest college rating, or even near the lowest. The tests are graded by the Educational Testing Service which has charge of the National College Sophomore Testing Program.

The entrance examination to our Preparatory Class is made up of a standard test and a test in Algebra and in English.

Although language is one of the greatest stumbling blocks in the preparation of students for college, still language must not be the final factor in deciding whether or not a student is allowed to enter college.

In 1870, John C. Bull at a Convention of American Instructors of the Deaf said :

"But some degree of caution should be exercised in making the correct use of language a decisive test of admission to a High Class for it often happens that pupils of small powers and smaller acquirements, through losing their hearing at a later period of their childhood, are able to use the simpler forms of the English language with much more correctness than many of their fellows who have far more natural ability."

If I were to make a suggestion on how to prepare students for Gallaudet I could find none better than the suggestion made by Dr. Percival Hall at the Convention in Buffalo in 1901 when he said,

"Too many students were prepared for the examinations, but not for college. Candidates should be prepared not to pass the examinations, but also to stay in college five years The best prepared pupil is not the one who comes to college with his head full of things which his teacher has told him, but the one who can reason out things for himself, and knows how and where to look for information."

IV. Graduates of Gallaudet College

By far the greater number of the graduates of Gallaudet are entering the teaching profession. Dr. Elstad has been anxious to improve this phase of training at Gallaudet and in the last few years new courses have been added in this field. This year Prof. McClure of The Kendall School took the deaf students who were in teacher training to the Maryland School where they observed class procedure.

However, many of our graduates still go into other phases of work. The majority of the young ladies become home makers. Some of the young men become ministers to the deaf or go into rehabilitation work. Many become printers and linotype operators and teachers of printing.

A number of our graduates are studying for advanced degrees. Some of the colleges and universities where our graduates have succeeded in getting degrees are New York University, Columbia, Johns Hopkins, Catholic University, Washington University, Chicago Univer-

sity and many others.

V. The Normal Training Department

Since 1891 a number of hearing young men and women have been taking training at Gallaudet College. Besides learning much about the adult deaf our college students have benefited much from their association with this fine group of young men and women. Each normal student spends so many hours a week teaching speech correction and speechreading to the college students. This campus association is invaluable for both the normal training students and the college students.

VI. The College Alumni Association

Probably no college in the world has a more devoted alumni than Gallaudet College.

The Alumni Association is now publishing a bulletin which is doing much to show the advantages of higher education for the deaf in the United States. New chapters are being added and all the work of this group is to be commended.

VII. Curriculum

The two most important changes in the curriculum have been the change over from a three term plan to the two semester plan and the breaking up of the course of study into five areas of special studies. (This important work was done by Dean Irving S. Fusfeld as chairman, and Professors F. H. Hughes, Elizabeth Benson, Walter Krug and Jonathan Hall.)

The five Areas are divided as follows: 1. Education, 2. Languages and Literature, 3. Science and Mathematics, 4. Social Sciences, and 5. Home Economics.

Special stress is being made on giving the students more term papers in order to acquaint them with library reference tools. Under the direction of Prof. Frederick H. Hughes much has been added to the course of studies in Visual Education. It is also important to note in the curriculum that the full time of one professor is given over to the teaching of speech correction, speechreading, and the training of residual hearing. In most of the classes the instructor speaks at the same time he makes use of the manual alphabet and the language of signs so the student who wishes to do so has ample opportunity for making use of his speech and speechreading.

VIII. Conclusion

In conclusion I wish to emphasize the point that the important thing at Gallaudet College is to teach our students "how to think, not what to think." We are teaching men and women who go out into a world where they will live, not only with hearing people, but with deaf people. We want them to be able to adjust their lives so they will be capable of living with either group. Our students at Gallaudet are, to a large extent, the reflection of the work of the teachers of the deaf in the United States and in Canada. Recently a visitor from Europe spent some time on our campus and remarked that the speech of our students was the most intelligible speech for

deaf people that he had ever heard. Two of our students are now doing graduate work in a university in English, which is, as we all know, the most difficult field for the deaf. To a great extent these accomplishments are being made possible by the teachers of the deaf in the American schools.

As teachers we must, as never before, realize that we are teaching individuals who, though deaf, are in every sense of the word a part of society. It has been said, and I believe truthfully, that aside from the teaching of the deaf-blind, that of teaching the deaf is the most difficult task in the educational world. If it were only possible to impress upon our teachers in training that they are taking part in a noble work which requires so much not only from the brain of the teacher of the deaf but also from the heart, then perhaps we might be able to maintain the numbers in our rank not because of the monetary return but because it is a field of special education that presents such a great opportunity for service to humanity.

THE RESULTS AND SUGGESTIONS ON EXCHANGING OF ACHIEVEMENT TESTS BY THE SEVERAL SCHOOLS FOR THE DEAF

Lewis M. Mayers

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Mr. Chairman, Ladies and Gentlemen,

During the Superintendents' conference in Pittsburgh, Pa. a group talking in a hotel room decided that an exchange of achievement test results would be an aid to schools for the deaf. The original group included Arkansas, Rochester, Oklahoma, Georgia, Utah, Louisiana, Arizona and Texas schools. The Oregon school on hearing of the plan asked to join and was welcomed. Oregon sent out their first results, I believe, in 1945.

A form was agreed upon for this exchange which provided for (1) years in school, (2) years in a deaf school, (3) age in years and months, (4) I. Q. (5) Deaf or Hard of hearing, (6) became deaf, (7) Test Reading, (8) Vocabulary, (9) arithmetic computation, (10) arithmetic language problems, (11) language usage, (12) literature, (13) history, (14) geography, (15) science, (16) average. History and geography are also listed as Social studies I and II.

Several items agreed on in order to get a uniform report were not necessarily acceptable to all exchanging members. The method of computing hearing loss is one of these. While the method used is possibly not the most exact it is one that can be computed easily. It was suggested by Mr. Galloway of Rochester. Quote . . . "Take readings at 256, 512, 1024, 2048, 4096 and change immediately to percentage by multiplying each reading by .8 and then averaging them. If a child does not respond to one of these frequencies, his loss on that frequency is to be marked 100 percent. I have gone over several audiograms with this method and compared the results with those obtained by Dr. West, (the method Mr. Galloway believed most

accurate March 2 1945.) and find the difference rarely more than 5 or 6 percent. I believe this is close enough for our purpose" end quote.

Another point that was discussed before being put on the forms was the meaning of the terms "deaf" and "hard of hearing" as they applied to this exchange. It was decided that for these reports a "deaf" pupil was a pupil who through a hearing loss has a marked deficiency in language, that is to say, is unable to read and write with relative ease. "B" called hard of hearing a pupil who, although deficient in hearing, has a reasonably normal comprehension of language. This is quoted from a letter dated March 29, 1945 from Mr. Nelson of Utah. The same idea is expressed at the same time by Mr. Gough of Oklahoma. Mr. Tillinghast of Arizona objected to the "names" but felt that the division was acceptable.

Some of the members suggested using Stanford Achievement Tests in rotation, form D, E, F, G, H, in their complete battery form. Spelling omitted. These are set up to use Primary form for grades 2 and 3. Intermediate for grades 4, 5, and 6. Advanced for other grades in our schools.

I suggest:

1. That each school show the individual pupil's gain or loss from the previous test. New Mexico did this of the one year's test that we received. Oregon has done this for 1949. It is a big job to hunt names and scores in last year's sheets to compare with the present test.
2. That the average age of a class be shown on the sheet.
3. That the average years in school be shown on each sheet.
4. That the average advance of each class be shown.
5. That the average of each of the 9 tests be shown on the sheets.
6. That a satisfactory I. Q. test be found and used. Oregon uses the Pintner non-language on beginning children.
7. That the exchange of these test records a uniform name for the grades be decided on and used. Just what does 9th grade mean in the various schools? Could the grade that takes entrance examinations to Gallaudet college be used as a starting point and the grades below that numbered?
8. If this exchange is felt to be helpful and more schools wish to exchange grades I feel that sub groups should be formed to first work over and analyze a portion of all before sending them on to the one place that will do the final analysis. Perhaps schools could be designated in rotation to analyze for the group.
9. How many times a year may schools give the Stanford or other official test? How many times a year may they give other similar tests? Oregon gives the Stanford test twice yearly—in January and May as the regular examination. This is one of the deciding factors in classifying and grading pupils in the school.

Table Showing School Grade Tests Average and Low and High Test for Each

ARKANSAS SCHOOL FOR THE DEAF			GEORGIA SCHOOL FOR THE DEAF			OREGON SCHOOL FOR THE DEAF		
Class	Average	Lowest Test	Highest Test	Average	Lowest Test	Highest Test	Average	Lowest Test
Special				2.4	Reading	1.9	A. Prob.	2.7
Special				3.8	Science	3.0	A. Lang.	4.4
Special				2.9	Reading	2.1	A. Comp.	3.1
2nd. G	2.5	Reading	2.1	A. Comp.	2.7		Para. Mean.	2.1
2nd. G	3.0	Reading	2.4	A. Comp.	2.8		Word Mean.	3.1
2nd. G	2.6	Reading	2.2	A. Comp.	3.0		Literature	5.9
2nd. G	2.5	Reading	2.2	A. Comp.	2.7		Paragraph	2.7
3rd. G	3.1	Reading	2.9	Voca'b'y	3.1		Word Mean.	2.7
3rd. G	3.3	A. Comp.	2.9	Voca'b'y	3.4	A. Prob.	4.7	
3rd. G	3.2	Reading	2.8	Voca'b'y	3.9		Para.	2.3
4th.	3.6	Reading	3.2	Lang.	3.5		Para.	2.5
5th.	3.7	Voca'b'y	3.1	Lang.	3.5		A. Comp.	3.6
4th.	3.6	Reading	3.2	A. Prob.	3.5		A. Comp.	4.1
5th.	3.9	Voca'b'y	3.1	Geog.	4.0	History	3.7	
5th.	3.9	Reading	3.4	A. Comp.	4.1	History	4.1	A. Reason.
6th.	4.4	Reading	3.6	Geog.	4.1	A. Comp.	6.0	3.7
6th.	4.4	Voca'b'y	3.6	History	4.5	A. Comp.	7.7	A. Comp.
6th.	4.9	Reading	4.0	A. Comp.	5.8	History	5.2	4.6
7th.	5.8	Voca'b'y	4.9	A. Comp.	6.2	A. Comp.	6.3	Word Mean.
7th.	5.8	Reading	4.0	Science	6.7		5.2	3.9
7th.	4.9	Voca'b'y	4.0	Comp.	6.0		Literature	A. Comp.
8th.	7.1	Reading	5.9	Lang.	10.0	Lit.	5.8	4.3
9th.		Voca'b'y	4.0	A. Comp.	6.2	A. Prob.	7.2	A. Comp.
9th.		Voca'b'y	4.9	Science	6.7		6.0	5.2
9th.		Reading	4.0	Comp.	6.0		Word Mean.	4.8
9th.		Voca'b'y	4.0	Lang.	5.9		Literature	6.2
9th.		Reading	5.9	Usage	7.4	Voca'b'y	6.3	Voca'b'y
10th. Vocat. S. Post. G.	7.7	Reading	5.5	Lang. U.	11.4	A. Comp.	9.5	10.1
10th. Vocat. S. Post. G.	5.8	Reading	4.4	A. Comp.	7.5			
10th. Vocat. S. Post. G.	9.1	Geog.	6.2	Lang.	11.4			
10th. Vocat. S. Post. G.				A. Prob.	11.4			

ARKANSAS SCHOOL										GEORGIA SCHOOL										OREGON SCHOOL									
Classes	Age	Years In Sch.	Test	H. of H.	Age	Years In Sch.	Test	Lag	Deaf	H. of H.	Age	Years In Sch.	Test	Lag	Deaf	H. of H.	Age	Years In Sch.	Test	Lag	Deaf	H. of H.							
Special	7.5	2.5	.5	7	14.7	5	2.4	—	12	4	9.5	3	2.2	un.	0	9	13.8	8.1	2.5	1.5	7								
Special	11.5	4.6	3.0	None	16.0	6	7½	2.9	—	0	13.5	7	3.6	Graded	0	4	10.7	4.3	7.0	0	2								
2nd. G	12.2	7.0	.4	6	0	13.1	6.5	3.9	.1	7	5	13.8	8.1	2.5	1.5	7	0	13.3	6.7	3.0	1.0	8							
2nd. G	14.0	7.5	2.5	.5	8	0	13.0	0	13.	—	7	5	13.3	6.7	3.0	1.0	8	2	14.7	7.8	4.6	1.4	3						
3rd.	13.5	6.0	3.1	.9	6	0	13.1	6.0	0	—	6	6	13.2	7.5	3.7	1.3	10	0	14.5	8.4	5.2	1.4	3						
3rd.	13.0	7.2	3.5	.7	6	0	13.	0	13.	—	7	11	0	14.7	7.8	4.6	1.4	3	5	14.5	8.4	5.2	1.4	3					
4th.	14.0	8.0	3.2	.8	9	0	15.5	8.8	4.2	.8	6	4	13.2	7.5	3.7	1.3	10	0	17.0	9.0	4.1	1.0	2						
4th.	16.0	9.5	3.6	1.4	8	0	14.5	8.4	5.2	.8	11	0	14.7	7.8	4.6	1.4	3	5	17.0	9.0	4.1	1.0	2						
5th.	16.0	10.0	3.7	2.3	8	3	14.5	8.4	5.2	.8	11	0	14.7	7.8	4.6	1.4	3	5	17.2	9.3	5.7	1.0	2						
5th.	16.0	10.0	3.9	2.1	5	0	17.0	9.0	4.1	2.9	7	1	15.7	9.0	6.0	1.0	2	4	17.2	9.3	5.7	1.0	2						
6th.	17.0	11.8	4.4	2.6	7	0	17.0	9.0	4.1	2.9	7	1	15.7	9.0	6.0	1.0	2	4	17.6	10.5	5.2	1.8	4						
7th.	16.0	9.7	4.9	3.1	7	2	17.2	9.3	5.7	2.3	8	1	17.6	10.5	5.2	1.8	4	3	16.9	11.0	7.2	.8	2						
7th.	16.4	10.2	5.8	2.2	4	1	17.2	9.3	5.7	2.3	8	1	17.6	10.5	5.2	1.8	4	3	17.2	9.3	5.7	1.0	2						
7th.	18.0	11.0	4.9	2.1	7	0	17.2	9.5	5.9	3.1	5	4	17.6	10.5	5.2	1.8	4	3	17.6	10.5	5.2	1.8	4						
8th.	18.4	12.2	7.1	1.9	4	3	17.2	9.5	5.9	3.1	5	4	17.6	10.5	5.2	1.8	4	3	17.6	10.5	5.2	1.8	4						
9th.	19.0	14.7	7.7	3.3	3	0	18.0	11.0	7.4	2.6	5	3	20.5	13.3	7.5	2.5	5	1	18.9	12.0	8.5	1.5	3						
10th.	20.0	14.7	5.8	—	7	2	19.0	11.7	8.6	2.4	10	2	18.9	12.0	8.5	1.5	3	2	19.0	13.0	8.6	1.5	3						
Vocat. S.	20.0	14.7	—	—	0	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—								
Post G	19	18.0	9.1	—	0	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—								
Total					112	12							84	24					48	44									

Table Showing Enrollment Figures Taken from the January Annals
Showing Number of Pupils October of Each Year

	School		
	Enrollment	Reported	Rochester
1945	218	141	
1946	216	135	
1947	212	134	
1948	216	100	
1949	218	98	
	Enrollment	Reported	Utah
1945	125	66	
1946	104	61	
1947	102	51	
1948	54	270	
1949	269	254	
	Enrollment	Reported	Louisiana
1945	233	71	
1946	267	61	
1947	270	199	
1948	269	199	
1949	199	199	
	Enrollment	Reported	Oklahoma
1945	201	94	
1946	193	12	
1947	200	87	
1948	190	154	
1949	199	100	
	Enrollment	Reported	Arizona
1945	93	100	
1946	100	101	
1947	101	102	
1948	463	463	
1949	461	482	
	Reported	Reported	
1945	147	105	Oregon
1946	129	103	
1947	118	91	
1948	137	103	
1949	138	93	
	Enrollment	Reported	Georgia
1945	260	268	
1946	280	278	
1947	278	75	
1948	295	109	
1949	295	109	
	Enrollment	Reported	Arkansas
1945	242	106	
1946	232	120	
1947	234	119	
1948	262	116	
1949	264	124	
	Enrollment	Reported	New Mexico
1945	90	105	
1946	101	105	
1947	102	105	
1948	102	105	
1949	95	105	
	Enrollment	Reported	Texas
1945	463	463	
1946	461	463	
1947	461	482	
1948	463	482	
1949	482	228	
	Reported	Reported	

VOCATIONAL REHABILITATION AND THE VOCATIONAL TEACHER

Federal Security Agency
Office of Vocational Rehabilitation, Washington 25, D.C.
Boyce R. Williams

Specialist for the Deaf and the Hard of Hearing

In recent years there has been an increasing amount of information in the Little Paper Family, professional journals devoted to the deaf, and independent publications about the vocational rehabilitation program. We have enjoyed an understanding press for which we are grateful. One can be sure that you are aware of the State-Federal civilian vocational rehabilitation program, have an understanding of how it operates, and know the services it provides. Accordingly, it appears to be unnecessary to take up a detailed analysis of it at this time. Any questions that you may have will be answered to the extent possible.

Little discussion has been undertaken regarding the interrelationships of the vocational rehabilitation program and the vocational teacher of the deaf. These interrelationships are the primary interest of this paper.

Inextricably a part of this thesis is a clear understanding of the terminology used. In recent years we have presented through the media of lectures and articles in the American Annals of the Deaf our concept of the proper function of school shops. For detailed analysis, you are referred to the Annals. Emphasis has been upon the theme that the vocational training activities of our schools should be aimed at the development to each student's capacity of the fundamentals necessary for success in any occupation. This thinking arises from recognition of the fact that terminal training for many teen-agers is not realistic and runs counter to the universally accepted doctrine that the school must meet the needs of the child. Contributing to the development of this philosophy are the facts that the school can maintain adequate vocational instruction in only a few areas as compared to the many in which the deaf succeed and that many jobs in which the deaf are employed do not require specific training. However, the dominant element is the immaturity of the students. Occupational selection is based upon personal characteristics and employment opportunities. The former is still under development in children. The latter change from time to time.

In brief, through teaching printing, shoe repairing, and so on as ends in themselves we are apt to lose sight of the proper aim of our work as teachers, which is to develop well adjusted, resourceful adults possessed of prerequisites to success in any occupation that their mature interests and capacities indicate. Isolation of these prerequisites and the direction of all instruction toward the development of them are the proper primary functions of our shop programs.

There is an increasing amount of evidence that this philosophy is taking root. We are more than ever aware that a particular shop in a non-technical school is justified to the extent that it meets the needs of

the whole child in the logical pattern of his development. This is as it should be. It is getting first things first. It crystallizes and clarifies the position of the teacher and the function of his shop. It emphasizes his professional classification as teacher rather than craftsman and designates his shop as a vehicle to the attainment of broad aims rather than as an end in itself.

The evolution of shop programs devoted to developing the characteristics essential to success in any occupation is, of course, important to successful practice by rehabilitation workers serving the deaf. Deaf persons possessed with satisfactory command of the bases to vocational success will benefit immeasurably more from the counseling and training provided by the rehabilitation program than will those who are deficient.

The Little Paper Family during the past two years has given much attention to the principal cause of involuntary job separation during periods of normal employment. The various articles add up to one overall shortcoming of those separated. It is their negative attitude toward employer, job, and co-workers. We know that persons whose attitudes do not measure up to the dictates of their environment do not long remain in it. This is true in the factory, field, or office. A positive attitude is essential to job tenure.

Attitude may be regarded as the outward manifestation of the individual's personality. The heavy responsibility of the school for the deaf where humans in their formative, personality developing years are in residence 24 hours per day is at once apparent. The large number of securely employed deaf people indicates that our schools are doing an excellent job in developing favorable attitudes. The deaf who float from job to job and the peddlers may be thought of as those in whom the efforts of the school have failed to take.

Everything that teachers can do to cultivate acceptable attitudes in their students assists the rehabilitation counselor immeasurably. It is very difficult for the latter to bring about in adults changes in deep seated behavior patterns that have their origin in childhood. Teachers can do a great deal to encourage favorable attitudes, and especially vocational teachers under whom individual expression is ordinarily much less restrained than in the classroom.

There are other ways in which the vocational teacher assists the rehabilitation counselor. Just as good attitudes are prerequisite to permanent employment of any kind so are four other factors essential to advancement up the occupational scale. The vocational teacher of the deaf is a key figure in their development if he is not the most important. Deaf persons possessed of these four factors along with good attitudes can go far in their training under the rehabilitation program.

In previous papers we have outlined these four factors as adaptability, measurement, skill, and knowledge of actual working conditions. The vocational teacher with thousands of widely diversified problem solving situations at hand can cultivate to capacity the indi-

vidual's power of adaptability, his power to meet new or rapidly changing situations. The vocational teacher can also be the prime force in securing understanding and accurate application of the many types of measurement we must know to get ahead in this world. By the very nature of his instruction he does cultivate manual dexterity. He can also stimulate mental dexterity which together with manual dexterity produces skill. Finally, he is better situated than any other school worker to give his students correct knowledge about working conditions in competitive employment.

This is surely a large order—good attitudes, adaptability, measurement, skill, and knowledge of working conditions. It is, however, the foundation for employment security to which every person is entitled to his capacity. With vocational teachers doing their work effectively rehabilitation counselors find their work with deaf clients to be much more productive.

There is one more important phase of your work as teachers which has been explored but little. It may be the final touch to a sound vocational program in schools for the deaf. It has been briefly discussed on several occasions and in one region a committee was appointed but insofar as we know there has been no actual research in the matter. Your new organization, American Vocational Teachers of the Deaf, might well initiate and carry out the project. It is the matter of curriculum study and reorganization in the vocational department.

You are aware of the more than 550 job families into which fall the close to 30,000 jobs listed in the Dictionary of Occupational Titles. The jobs in a given job family are classified together because of their common characteristics. Determination of what the characteristics are for each job family in which the average deaf person might be employed appears to be an important first step in studying the matter of curricular reorganization. Each school would then be able to incorporate such basic elements as might be necessary to provide its students with the broadest vocational training consistent with its socio-economic environment. It may be found that students should have experience with a greater variety of materials. Or it may be they need to learn manipulation of tools and machines not currently available in the shops. Or it may be new processes or new combinations of materials, tools and processes. The answers can be found only through considerable study. There may be other approaches than that suggested.

Steps that might be taken to broaden the vocational experiences of deaf students naturally contribute to their rehabilitation potential. We venture the opinion that rehabilitation workers will be happy to cooperate with you in any studies directed toward increasing the employability of the deaf.

In this paper we have confined our remarks to broad phases of the interrelationships between vocational rehabilitation counselors and vocational teachers of the deaf. In the panel of yesterday some techniques were suggested. A number of pointed questions raised by teachers have been answered in publications in the *Annals* during

the past several years. Some of you may not have seen these. Others may have additional questions. We should like to have you present them now.

RESEARCH IN THE SCHOOLS FOR THE DEAF
Richard G. Brill, Ed.D., Assistant Professor of Education
University of Illinois

During the present century it has become quite well accepted throughout all fields of education that there is a great need to determine knowledge through research. While on the more advanced levels of education the knowledge to be determined is concentrated on the subjects on what to teach, in the more elementary fields of education the knowledge necessary to be gained in addition to what to teach is how to teach it. This is particularly true in the special field of education of the deaf. Techniques of how to teach the various skills are perhaps of greater importance than what to teach as far as subject matter is concerned.

While a small group of people who are actively engaged in carrying on research, it is important that we all become consumers of research. If the results of research in education are to become useful, the teachers must be acquainted with it and must put the findings to practice. In the administrative structure of our schools it should be the primary responsibility of the principals and the supervising teachers to be particularly familiar with professional articles and other reports dealing in the findings of research and to bring those findings to the attention of the teachers who may be able to put them to immediate and practical use.

Perhaps more research has been concerned with the field of primary reading than with any other technique in the field of education. Reading is a matter of a direct association and a visual association between a word and its meaning. A method of teaching reading which stopped after covering a visual approach would be an inadequate way of teaching reading. An additional step which research has shown to be relatively poor is an analytical approach to the meaning of sentences based on the meaning of the individual word. Another method which has been used in the teaching of reading is sometimes known as the "whole method." This utilizes experience stories and activity charts. Psychologically, the first reaction of the child to this type of teaching is probably that of considerable memorization, but as time goes on meaning becomes associated with the individual words. On the whole research has indicated that from the psychological point of view this is a positive way of teaching reading. Another method which has been used is that of the pictorial method. When this is used too much emphasis is likely to be placed on the teaching of words alone. While this has its place, this pictorial method should not be used by itself. Another method is the Belgian method where there are drills in association and the noting of details. A great deal is done with isolated words and then with descriptive sentences. The vocabulary which is built up in the reading is generally based on other subject

matter. In the phonetic method the association, of course, is with the auditory connotation of the words and for deaf children this is a particularly poor method of teaching reading.

Few of us are satisfied with the progress the deaf make in the learning of reading. We know from research that the deaf tend to be word readers. They generally have a deficient vocabulary range. They have a poor understanding of thought nuance, and they generally have a great weakness in the abstract processes. It is quite possible that in the teaching of reading we have over-emphasized word learning, attempting to build the whole out of the individual parts rather than working from the whole and breaking the subject matter down into its parts. Perhaps in our teaching of reading we have given too much to the child and have not provided for enough reflective thinking. In any case, for classroom teachers to improve the teaching of reading they must be familiar with the research that has been done to help them evaluate the work they are doing and to improve the work they are doing. It is the responsibility of the principals and the supervising teachers to see that their teachers have the benefit of the research which has been done.

It is interesting that while all are agreed that original language is the major problem in the education of the deaf child, that we have no adequate tests for measuring the level of original language that the deaf child is able to use. A method of measurement is a necessary tool in most kinds of educational research. Until a satisfactory tool to measure the original language of deaf children is devised and standardized it may be difficult to make further progress in teaching methods in this field.

A particular area where there is a great need for study is at the fourth grade level of reading. We know that the fourth grade level is a crucial point in the education of hearing children. In the previous years hearing children are learning to read, while beginning at the fourth grade level they are reading to learn. The language structure at the fourth grade level makes a great change from the relatively simple to the relatively complex, and from the relatively concrete to the relatively abstract. In keeping records of the progress of the children in the California School for the Deaf in Berkeley over a period of years it was quite noticeable that many children leveled off in their standardized tests at about the fourth grade level. Those who were able to work through this barrier generally continued to make progress up to the seventh, eighth, and ninth grade levels. It is quite noticeable that very few leveled off at the fifth or sixth grade levels.

In thinking about communication for the deaf, it is well to keep in mind that we have two types of communication, one the expressive and the other the receptive. With a particular kind of preparation an individual's understanding, and thus his ability, at receptive communication may be much greater than his ability on the expressive side of the ledger. We have had a great deal of material at the primer and the pre-primer level, but it is necessary to repeat the

vocabularies at the higher levels and to expand the abstract meaning which comes from the utilization of words being put into a connected language structure. The use of reading materials which have been developed for the mentally retarded child so that the context may be of interest to the chronological older child is proving helpful in expanding the abilities on the receptive side of language. No one appears to have contributed anything particularly new which would lead to the improvement in the quality of expressive language within recent years.

Finally, in considering the application of research to the learning of reading and other communication skills, it is apparent that many of the basic laws of learning have been ignored in a large number of our classroom procedures. These basic laws of learning are another result of research and this again illustrates the necessities of our classroom teachers being familiar with research so that they can make the proper application of its results. We cannot expect to improve our teaching if we are not familiar with the basic principles of the laws of learning and attempt to put these principles into effect.

RESEARCH IN SCHOOLS FOR THE DEAF

James Galloway, Superintendent

Rochester School for the Deaf, Rochester, New York

Dr. Brill has covered the subject of what has been accomplished in the field of research and I understand that this panel is to make suggestions as to what are the basic problems in research still to be investigated. It is my assignment to suggest basic research problems in the field of language.

The problem of language for the deaf is a very old and controversial one. As Dr. Peet brought out in her historical sketch Sunday night, it was being discussed, freely, 100 years ago, and it has probably been discussed every year since. Every aspect of the language problem has received considerable thought over the years; much work has been done, most of it informal and unscientific and very little of it has been of broad scope. To properly approach this question, one would have to be familiar with all the work that has been done in this field over the last century. I have only been able to solicit ideas from a number of teachers, principals and superintendents whose knowledge regarding language for the deaf is generally regarded as thorough.

One question that would present a suitable topic for investigation is this: Why do deaf pupils today have poorer language than deaf pupils of, say, 25 years ago? Most persons feel strongly that this is true. Are we making other gains with respect to the total needs of the deaf child which compensate for this critical loss, or do we, as a profession, no longer appreciate nor understand the importance of language in the education of the deaf? This is a vital question.

This leads to a related question: What is the importance of language in the curriculum of schools for the deaf? Some schools, for instance, put language at the very heart of their program, others relegate it to a secondary spot. Should we expect all of our teachers to

be language teachers as well as teachers of subject matter? Do we expect houseparents to accept the responsibility of teaching language or at least using language in the dormitories and on the playground where it can best be taught? Research might help us to decide the place that language teaching should have in our residential school programs.

Many of us suspect that there are better methods of teaching language than we now employ. Dr. and Mrs. Ewing reported a few days ago that some of their 3 and 4 year olds have a vocabulary of from 400 to 500 words. They also emphasized the fact that one of their children learned, as one of the first words, "transformer." These two statements have tremendous implications for the use of functional language. A broad program of research directed toward discovering better methods of teaching language might be very rewarding.

The need for a reliable means for testing language ability of the deaf was brought up at one of these meetings. Such a tool would have obvious advantages and is worth serious thought. Another question that might be worth investigating in the field of language for the deaf is: Does the teacher have the proper grammatical background, and, what is more important, does she have adequate understanding of how functional language is built up, improved and extended?

One could go on indefinitely, but these questions seem to us to represent the type of live research that should be pursued in the field of language for the deaf.

RESEARCH NEEDS IN PSYCHOLOGICAL TESTS OF THE DEAF

Helen S. Lane

Principal, Central Institute for the Deaf, St. Louis, Missouri

Dr. Charles F. Kettering defined research as a high-hat word that scares a lot of people. It needn't. "Essentially," Dr. Kettering continued, "It is nothing but a state of mind—a friendly welcoming attitude toward change. Going out to look for a change instead of waiting for it to come. Research, for practical men, is an effort to do things better and not to be caught asleep at the switch."

Research in the field of psychological tests can be divided into the following four testing areas:

1. Mental Tests
2. Achievement Tests
3. Personality Tests
4. Vocational Aptitude Tests

Dr. Rudolph Pinter and his colleagues were pioneers in all of these areas and from 1915 to 1930 results were unchallenged. From 1930 to the present date there has been increasing interest in psychological testing, more studies published and more "tools" made available to measure abilities of the deaf. At present only the surface has been scratched and there is great need for further study. I hope to call your attention to a few of the many problems to illustrate our need.

First, in the area of mental testing, the development of better tests and the increase in number of deaf children tested have been leading psychologists to assume a normal distribution of intelligence for the deaf rather than the skewed distribution of Pintner's studies, showing a two to three year retardation.

Problems of mental testing of the deaf are not solved. We still do not have a measuring stick as reliable as the Binet Scale for hearing children. The validity of our tests must be determined by administering such tests to hearing children who can also be given a reliable language test. Many psychologists question the substitution of performance tests for language tests—and our only argument must be based on statistical evidence comparing the same children on both types of tests.

How reliable is the mental test you are now using? Have you experienced phenomenal increases in I.Q. as you retest the children in your school annually? If this is true, have you improved the intelligence or has the child remembered the test items?

At present we are examining our test data to analyze the change in certain test items. For example, we find the Kohs Block and Knox Cube very reliable. Improvement between tests is the amount expected in the norms as due to increased ability with increased chronological age. In contrast, the Feature Profile and Form Boards show more than normal improvement. These tests form an important function in the total battery of tests but should they receive equal weight in determining the I.Q. with the more reliable tests? Could a performance test be developed using alternate forms of successive annual tests as we have in the achievement tests? Could tests that are wholly different be used on successive years if they have a high correlation between scores?

Let us turn next to problems of achievement testing. Pintner again was a pioneer in publishing results showing the educational retardation. In this field of testing a tremendous amount of data has accumulated as practically all schools have such tests as a part of the program. Results published from the administration of achievement tests at Gallaudet College show an upward trend in the ability of deaf students. Achievement test scores at Central Institute indicate that the gap between intelligence and school achievement is not as great as indicated in Pintner's early studies. This is an index of a practical value to psychological research. Test norms have enabled teachers to recognize the amount of variation of the deaf and the school subjects that require the greatest amount of extra time. In some cases studies of individual test papers served as an aid in helping the teacher diagnose the child's difficulty.

Recently I made a study of achievement test scores to get information concerning rate or progress of deaf children in paragraph meaning and in arithmetic computation. Results showed that the deaf child requires almost two school years each to complete reading requirements of grades two or three and then spends one and one-third years in grades four and five. In contrast arithmetic computation proceeds at normal rate to grades three and four, when one and one-

half years are needed to complete these grades. I hope to examine all other subjects in the test battery in this way—and I hope many of you will examine the data at your schools.

Results from studies of this kind should be a warning to educators who favor social promotions and to parents who count grades by number of years in school. Such evidence as this will spare the principal and the teacher of deaf children at second and third grade levels the blame for Johnny's failure to be promoted.

Studies are needed also to compare the deaf child's test ability in recognition visually of the correct form and his ability to use the correct form orally or in writing. For example, the deaf child may correctly indicate that of the following sentences the second one is correct:

1. I seen the bird.
2. I saw the bird.

but can he use the past tense of the verb "to see" correctly?

In a spelling test he may underscore the correct spelling of a word—but could he spell the word correctly?

Third, let us consider personality tests which as a group includes mental hygiene tests, personality tests, social maturity indices and behavior rating scales.

Recently we cooperated with other schools in a mental hygiene test. The administration of the test was difficult because there were many words the children at Central Institute did not understand. Many teachers assisted in order to explain the vocabulary and the psychologist tabulated the test items that were difficult, the situations that were not in the experience of the children—and yet no other schools reported such difficulties.

Personality tests, behavior scales and social maturity tests are valuable in the information given us about individuals. Studies are needed to determine vocabulary hazards; inclusion of situations not experienced by the deaf (example: Do you prefer to order things from the store by telephone rather than select them personally?); comparison of residential and day pupils where activities of the former group are restricted because of the supervision of the school.

The problems of the final testing area—namely that of vocational testing could be listed better by your chairman, Dr. Myklebust, who has published excellent studies in this field of testing.

Schools for the deaf are not as well equipped in measuring vocational aptitudes as they are in measuring educational achievement and mental ability. Frequently we depend upon state rehabilitation services. In this field of psychological testing there is need for actual testing at school level, comparison with skill in vocational training and eventually follow-up studies of skill at work as related to test scores. Some schools have such a program—but there is need for publication of techniques and results.

In conclusion I may appeal for research in psychological testing. I assume that every school has filing cabinets filled with untouched data. Research can be fun and we all need the information waiting

to be analyzed from your test files. I have indicated only a few problems in each testing area—perhaps you can think of many more. You do not need a degree in psychology to recognize these problems and to study them. Let us all develop research states of mind—which means simply problem solving minds as contrasted with let-well-enough-alone minds.

Helen S. Lane
Principal

Central Institute for the Deaf

Presented at meeting of Convention of American Instructors of the Deaf, Jacksonville, Illinois, June 1949

JACKSONVILLE, ILLINOIS — JUNE 21, 1949
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS
FOR THE DEAF

The 21st regular meeting of the Conference of Executives of American Schools for the Deaf met at the Illinois School for the Deaf in Jacksonville, Illinois on Tuesday, June 21, 1949.

The meeting was called to order by President Sam B. Craig at 4:08 P.M.

The following members were present:

Andrew, Francis M.	McClure, W. J.
Bjorlee, Ignatius	McLaughlin, Harriet F.
Boatner, Edmund B.	Morrison, William J.
Bradford, C. A.	Myklebust, A. S.
Brill, Richard G.	O'Connor, C. D.
Brown, A. L.	Peeler, Egbert
Brown, Robert S.	Phillips, Spencer
Bryan, J. E.	Poore, Ethel A.
Craig, Samuel B.	Quigley, Howard M.
Elstad, Leonard M.	Raney, J. A.
Galloway, J. H.	Rankin, C. E.
Harris, Stanley R.	Roth, Stanley D.
Heinrichs, Mrs. Eunice L.	Settles, C. J.
Hester, Marshall S.	Silverman, Richard S.
Hollingsworth, Clayton H.	Smith, Carl F.
Hume, A. Clare	Steele, R. M.
Klein, J. A.	Stevenson, Elwood A.
Lee, Madison J.	Van Allen, Karl C.
MacDonald, C. E.	Wooden, Harley Z.

The following associate members were present:

Ambrosen, Lloyd	Parks, Lloyd R.
Hoffmeyer, Ben E.	Schunhoff, Hugo F.
Lane, Helen S.	Shimpaugh, Jr., Joe R.
McIntire, O. L.	Smith, Christopher F.
Nilson, Roy F.	Watson, Charles W.

President Craig stated that the report of the president and the report of the chairman of the executive committee would be omitted as they would be covered by reports of standing committees. He expressed appreciation to the members for their cooperative response to his request to serve on various committees and explained that representatives of schools that had paid dues would be considered members of

good standing and urged all other members to pay their dues to Dr. Elstad as promptly as possible. He stated that in effect we were starting fresh with the current year and that no account would be taken of dues that had not been paid prior to this time but that in the future each member school would be expected to pay the dues as established by the executive committee at the Faribault meeting which were \$10.00 a year for member schools.

He urged that the representatives from the member schools attend meetings of the Conference regularly and that potential members should be urged to attend, stating that the Conference, in order to function successfully, needed full support, both morally and financially, from all those who are eligible to be members.

The minutes of the regular meeting in Faribault were read by the secretary and approved.

The minutes of the executive committee meeting held the last day of the Faribault Conference were read.

The minutes of the executive committee meeting held in Frederick, Maryland, on December 15, 1948 were read.

Dr. Rankin introduced a new member, Dr. John E. Bryan, Supt. of the Alabama School.

Dr. Harley Z. Wooden reported as Chairman of the Legislative committee. He commented on three bills — namely:

S B 458 providing for a survey of the physically handicapped, which the committee thinks is a desirable bill.

S B 1066 which would provide a new commission to supervise the affairs relating to all of the handicapped. The committee felt this bill most undesirable and Mr. Wooden stated that it was nothing more or less than dictatorship. He stated that another bill written by the Rehabilitation Department would be much more satisfactory. S B 246 which would allow Federal Aid for educational purposes throughout the various states was discussed but the committee stated that it would make no recommendation on this bill. Another bill introduced by Sen. Pepper relating to physically handicapped children was similar to the provisions of S B 246 but applied only to the handicapped child. He felt it was not well drawn up but the committee was making no recommendation.

Following the report, Mr. Rankin brought up the question as to how Senate Bill 246 would affect a school which was not strictly a state institution. The consensus of opinion was that no such school would profit. However, it was felt desirable that, if possible, the bill should be so worded as to include any such school as received the major part of its support through legislative appropriations.

Further discussion brought out the fact that the committee hearing for S B 1066 was slated for July 11th. It was again reiterated by Mr. Wooden that the committee strongly opposed this bill.

Dr. Bjorlee reported for the committee on teacher certification following which a motion was made that no Class C certificates be issued to any teacher after October 1, 1949. It was so voted. It was

further moved that the Class A certificates be granted to regular students of Gallaudet College upon their completion of their full college course and the teacher training course which was provided for such students under the college curriculum. The motion was tabled for further consideration.

Dr. Bjorlee's full report is attached hereto.
The meeting adjourned at 5:30 P.M.

2ND MEETING

The Second Session of the 21st regular Meeting of the Conference of Executives of American Schools for the Deaf was held at the Illinois School for the Deaf at Jacksonville on June 23, 1949 at 4:00 P.M.

The meeting was called to order by President Craig.

The following members were present:

Andrew, Francis M.	McLaughlin, Harriet F.
Bjorlee, Ignatius	Milligan, W. M.
Boatner, Edmund B.	Morrison, William J.
Bradford, C. A.	Myklebust, A. S.
Brown, A. L.	Nelson, Boyd E.
Brown, Robert S.	Peeler, Egbert
Bryan, J. E.	Phillips, Spencer
Craig, Sam B.	Poore, Ethel A.
Driggs, Burton W.	Quigley, Howard M.
Elstad, Leonard M.	Reeder, Dwight
Galloway, J. H.	Roth, Stanley D.
Harris, Glenn J.	Settles, C. J.
Harris, Stanley R.	Smith, Carl F.
Hester, Marshall S.	Sparks, Jr., Fred L.
Hollingsworth, Clayton H.	Stelle, R. M.
Hume, A. Clare	Stevenson, Elwood A.
Ingle, Truman	Tillinghast, E. W.
Klein, J. A.	Van Allen, Karl C.
Lee, Madison J.	Walker, Laurens
MacDonald, C. E.	Wallace, John M.
McClure, W. J.	Wooden, Harley Z.
The following associate members were present:	
Ambrosen, Lloyd	Parks, Lloyd R.
Grow, Charles B.	Shimpaugh, Jr. Joe R.
Hoffmeyer, Ben E.	Smith, Christopher G.
Lane, Helen S.	Sturtevant, Charles
Mayers, Lewis	Turechek, Armin
McIntire, O. L.	Walker, N. F.
Nilson, Roy F.	Ward, Herschell R.
Noble, E. LeRoy	Watson, Charles W.

Mr. Brill submitted a report for the research committee which is attached hereto.

Mr. Tillinghast reported for the committee on statistics. Following the report it was agreed that it would be desirable to have a central agency where statistics could be obtained by the members and Mr. McClure of Gallaudet College was suggested as a good clearing point. Mr. Tillinghast stated that he would send out a questionnaire to the various members asking them to inform him as to what statistics they were particularly interested in so that he could make his future compilations accordingly.

E. B. Boatner reported as chairman of the committee on public relations and described what steps the committee had taken to challenge certain misleading and disturbing articles that had appeared during the several months. He also stated that the committee planned to issue a booklet giving clear and accurate information on the deaf and through the aid of the various members see that it is widely disseminated to those interested in the deaf.

The endowment committee had no report.

Dr. Leonard Elstad, Treasurer, reported that 41 members had paid their dues of \$10.00 and that he was in the process of collecting other dues. At the present time the Treasury had \$555.00.

In the absence of the Editor of the Annals, Dr. Powrie Doctor, Dr. Elstad submitted a brief report. He brought out the very serious problem of financing the Annals and explained how a great deal of money had been saved by having it printed at the college. He also brought up the question of the desirability of revising the contents of the statistical issue which appears each January.

Dr. BJORLEE arose to comment on Dr. Fusfeld's status and reported that as the Editor of the Annals he had attended all meetings of the Conference and assisted in preparing the minutes. For many years he had also acted as secretary of the certification committee receiving only a very nominal reimbursement of \$1.00 per certificate. He further stated that Dr. Fusfeld felt that he could not continue his duties as secretary of the Certification Committee. Dr. BJORLEE suggested that the president should be authorized to express in some suitable manner the appreciation and recognition of the conference for Dr. Fusfeld's long service.

It was so moved and voted that the executive committee be authorized to take appropriate action.

During further discussion concerning who would take over the duties of Dr. Fusfeld, as Secretary of the Certification Committee it was suggested that Mr. Richard Brill assume this position. Mr. Brill agreed to accept the position as Secretary to the Certification Committee and to carry on the work, using his judgment in the various cases and making recommendations to the full committee.

Mr. Clayton Hollingsworth reported for the Resolutions Committee—Two resolutions were submitted—

1. Expressing the thanks of the Conference to the various persons who had been extremely helpful in making the conference a success.
2. That the Conference go on record as vigorously opposed to S.B. 1066.

It was voted that the executive committee be empowered to handle this matter and to see that a resolution, opposing Bill 1066 be sent to the Chairman of the Subcommittee, Congressman Augustine Kelley and if necessary, a representative be sent to represent the Conference at the hearing on this bill.

Following these reports the conference proceeded to the election of two members to the executive committee to serve for three years,

until 1952.

The following members were nominated. Mr. Harley Z. Wooden, Mr. James Galloway, Dr. Clarence O'Connor and Dr. Richard S. Silverman. The voting was conducted by ballot and Mr. Wooden and Mr. Galloway were declared elected.

Proceeding to unfinished business, Dr. Settles moved that Dr. BJORLEE's motion regarding the granting of A certificates to regular Gallaudet College students who had completed the regular course of teacher training at the College be removed from the table—it was so voted and considerable discussion ensued. Mr. McClure explained the requirements which were necessary for the students to meet. Mr. Nelson stated that he felt that the committee on certification could make the rulings in each case without any special action being taken by the Conference. Mr. Hollingsworth stated that he now recognized the Gallaudet degree as suitable for A certification. In opposition Mr. Hester and Mr. Bradford questioned the desirability of the move. The motion was put to a vote and passed.

Mr. Brill asked the question as to whether the certification committee has the power to certify centers and Dr. BJORLEE stated that it was his belief that the committee must adhere to the old standards and procedures until new ones are established.

The meeting adjourned at 5:20 P.M.

MINUTES OF THE EXECUTIVE COMMITTEE MEETING

The meeting of the executive committee of the Conference of Executives of the American Schools for the Deaf was called by President Craig immediately following the second session of the regular 21st meeting at the Illinois School for the Deaf on June 23rd.

The following members were present: Boatner; Craig; Elstad; Galloway; Poore; Raney; Tillinghast; and Wooden.

Questions were brought up concerning the status of Mr. Richard Brill who had resigned the principalship of the Newark Day School to accept an Associate Professorship at the University of Illinois. Recognizing the great value of Mr. Brill as a member of the Conference it was desired to place him where he could be as active as possible. It was voted, therefore, that he be elected an honorary member of the Conference. The name of Dr. Helmer R. Myklebust was also proposed and he was elected an honorary member.

It was moved and voted that the committee on statistics make a study of the Annals and report to the executive committee as to the desirability of statistical changes in the January issue.

It was moved and voted that the Secretary be authorized to write an appropriate letter of appreciation to Dr. Fusfeld for his long service as secretary of the certification committee and that he enclose

a \$75.00 Bond.

It was voted that the secretary send a copy of the resolution to all persons mentioned therein.

It was voted that the secretary poll the members to determine their preference for the place at which the next meeting will be held in October 1950.

AUDITING COMMITTEE

1947 Meeting, St. Augustine, Florida

Glenn I. Harris, *Chairman*

Tobias Brill

Robert M. Greenmun

W. L. Walker

AUDIT REPORT

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

May 19, 1947

Member of American Institute of Accountants and North Carolina
Association of Certified Public Accountants

R. L. BRADLEY

CERTIFIED PUBLIC ACCOUNTANT

This balance sheet is subject to comments and certificate attached hereto.

201-202 FIDELITY BUILDING

LENOIR, N. C.

MAY 20, 1947

THE AUDITING COMMITTEE OF
THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF
Gentlemen:

I have audited the cash receipts and disbursements of the Treasurer of the Convention of American Instructors of the Deaf for the period from June 1, 1941, to May 19, 1947, inclusive, and submit herewith my report thereon, consisting of two exhibits as follows:

EXHIBIT "A" — STATEMENT OF INCOME AND EXPENSES

EXHIBIT "B" — COMPARATIVE STATEMENT OF RESOURCES

The details of income and expenses for the period under review are presented in exhibit "A". There was an excess of income over expenses for the period of \$1,740.00 which excess is accounted for in exhibit "B" by the net increase in resources as of the beginning and closing dates of the period.

All receipts of record were traced into the depository and all disbursements appeared to be supported by properly authorized vouchers.

During this period the savings account in the First National Bank of Morganton, North Carolina, was closed and the balance therein applied toward the purchase of U.S. Savings Bonds, Series "G", of which a total of \$3,000.00 were held as of May 19, 1947. The interest on these bonds was fully accounted for from the date of acquisition to date of this audit.

The records were in very good condition and all funds of the Convention appeared to have been fully accounted for during the nearly six years covered by this report. I feel that your Treasurer has been conscientious and has taken a personal interest in the affairs of the Convention.

In my opinion, the accompanying statements fairly reflect the resources of the Convention at May 19, 1947; and the income and expenses of the Convention for the period from June 1, 1941, to May 19, 1947, inclusive.

RESPECTFULLY SUBMITTED,

R. L. BRADLEY, C. P. A.

EXHIBIT "A"

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF
INCOME AND EXPENSES

June 1, 1941 to May 19, 1947

INCOME

Registration Fees at Fulton, Mo., Convention	\$647.00
Membership Fees - 1941	203.00
Membership Fees - 1942	719.00
Membership Fees - 1943	732.00
Membership Fees - 1944	651.00
Membership Fees - 1945	827.00
Membership Fees - 1946	881.00
Membership Fees - 1947	957.00
U. S. Bond Interest	300.00
Savings Account Interest	32.34
Sale of Proceedings	11.56
Refund of Expense Advances-Vocational Bulletin	19.88

TOTAL INCOME FOR PERIOD	\$5,980.78
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EXPENSES

Speakers for Fulton Convention	210.00
Convention Expenses - Fulton	287.62
Reporting Fulton Proceedings	209.95
Editing Fulton Proceedings	110.25
Auditing Treasurer's Accounts - 1941	48.00
Traveling Expenses - Treasurer	23.50
Postage & Stamps	293.00
Vocational Bulletins	735.07
Vocational Editor's Salary	350.00
Section Leaders' Expense	46.85
Convention Bulletin Expense	661.74
Convention Bulletin Editor's Salary	300.00
Premium - Treasurer's Bond	30.00
Treasurer's Office Help	316.50
Printing & Office Supplies	86.28
Safe Deposit Box Rent	14.59
Contribution to Dr. Harry Best	300.00
Advanced to President for 1947 Conv. Expenses	100.00
Convention Badges - 1947	92.45
Expenses - President Stevenson	3.90
Bank Service Charges	11.40
Treasurer's Petty Cash Expenses	9.68

TOTAL EXPENSES FOR PERIOD	4,240.78
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EXCESS OF INCOME OVER EXPENSES FOR PERIOD	\$1,740.00
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EXHIBIT "B"
THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF
COMPARATIVE STATEMENT OF RESOURCES

	May 19 1947	May 31 1941	Increase
Bank Savings Account		\$1,076.94	\$1,076.94
Bank Checking Account	\$1,122.47	1,106.69	15.78
U. S. Saving Bonds-Series G	3,000.00		3,000.00
Undeposited Receipts on Hand	53.08	276.22	223.14
	<hr/> 4,175.55	<hr/> 2,459.85	<hr/> 1,715.70
Less Unpaid Bills		24.30	24.30
NET RESOURCES	\$4,175.55	\$2,435.55	\$1,740.00

AUDITING COMMITTEE

1949 Meeting, Jacksonville, Illinois

Robert S. Brown, *Chairman*

Charles B. Grow

Thomas Dillon

AUDIT REPORT

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

May 31, 1949

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EXHIBIT "A"—Statement of Cash Receipts and Disbursements

EXHIBIT "B"—Comparative Statement of Resources

Member of American Institute of Accountants and North Carolina
Association of Certified Public Accountants

Alfred W. Dodge
Certified Public Accountant

201-202 FIDELITY BUILDING
.. LENOIR, N. C.
June 3, 1949

THE AUDITING COMMITTEE OF

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

Gentlemen:

I have audited the cash receipts and disbursements of the Treasurer of the Convention of American Instructors of the Deaf for the period from May 19, 1947 to May 31, 1949, inclusive, and submit herewith my report thereon, consisting of Two Exhibits, indexed preceding this letter.

The details of the Cash Receipts and Disbursements for the period under review are presented in Exhibit "A". There was an excess of Receipts over Disbursements for the period of \$1,777.30, which excess is accounted for in Exhibit "B" by the net increase in resources as of the beginning and closing dates of the period.

All receipts of record were traced into the bank and all disbursements appeared to have been supported by properly authorized vouchers. All checks issued during the period were paid by the bank and were examined by me.

U. S. Saving Bonds, Series "G", in the sum of \$3,000.00 were held as of May 31, 1949. The interest on these bonds has been fully accounted for from the date of acquisition to the date of this audit.

The records were in very good condition and all funds of the Convention appeared to have been fully accounted for during the two years covered by this report. I feel that your Treasurer is very conscientious and has a sincere personal interest in the affairs of the Convention.

In my opinion, the accompanying statements fairly reflect the resources

of the Convention at May 31, 1949; and the Receipts and Disbursements of the Convention for the period from May 19, 1947 to May 31, 1949, inclusive.

RESPECTFULLY SUBMITTED,
ALFRED W. DODGE, C. P. A.

EXHIBIT "A"

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Mr. Odie W. Underhill, Treasurer

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

May 19, 1947 to May 31, 1949

Cash Balance May 19, 1947 \$1,175.55
RECEIPTS

Registration Fees at Convention, St. Augustine, Florida \$ 498.00
Membership Fees Collected:
1947 - 90 @ \$1.00 \$ 90.00
1948 - 909 @ \$2.00 1,818.00
1949 - 941 @ \$2.00
1 @ \$2.10 1,884.10 3,792.10
Interest on U. S. Bonds 150.00
Refund of Expense Advances 66.81
Refund of Bulletin Expense76

TOTAL RECEIPTS 4,507.67

TOTAL RECEIPTS AND BALANCE 5,683.22

DISBURSEMENTS:

Convention Expenses, St. Augustine, Florida:

Speakers \$ 228.20
Stenotyping Meetings 306.00
Office Help 80.00
Section Leaders' Expense 26.81
Rent of Film 5.00 \$ 646.01

Auditing Treasurers' Accounts - 1947 50.00

American Annals of the Deaf - in lieu
of publishing Bulletins 1,482.05
Vocational Bulletins - May 1947 41.18
Postage and Stamped Envelopes 142.25
Travel Expense of Officers 174.15
Paper, Printing and Stationary 52.66
Premiums on Treasurer's Bond (\$5,000.00) 25.00
Rental of Safe Deposit Box 7.20
Treasurer's Office Help Expense 102.77
Bank Service Charges 5.10

TOTAL DISBURSEMENTS 2,728.37

CASH BALANCE May 31, 1949 \$2,954.85

EXHIBIT "B"

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Mr. Odie W. Underhill, Treasurer
 COMPARATIVE STATEMENT OF RESOURCES

May 19, 1947 and May 31, 1949

	May 31 1949	May 19 1947	Increase Decrease (-)
Bank Checking Account	\$2,952.85	\$1,122.47	\$1,830.38
Undeposited receipts on hand	2.00	53.08	51.08 -
U. S. Savings Bonds - Series "G"	3,000.00	3,000.00	-0-
 TOTAL RESOURCES	 5,954.85	 4,175.55	 1,779.30
Less Unpaid Bills	-0-	-0-	-0-
 NET RESOURCES	 \$5,954.85	 \$4,175.55	 \$1,779.30 (X)

(X) ANALYSIS OF INCREASE

Cash Receipts for Period (Exhibit "A")	\$4,507.67
Less Disbursements	2,728.37
 NET INCREASE IN RESOURCES	 \$1,779.30

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